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HARRIS'S SPIRAL COURSE IN ENGLISH

**INDUCTIVE LESSONS
IN
LANGUAGE AND GRAMMAR**

BY THOMAS G. HARRIS, M.A.

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FIRST BOOK

**BOSTON, U.S.A.
D. C. HEATH & CO., PUBLISHERS
1903**

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PREFACE

THE SPIRAL COURSE IN ENGLISH is constructed in accordance with the doctrine that *grammar is the science of the sentence*. The sentence is taken as the unit of language, and the controlling purpose is to furnish such exercises as will lead to its mastery.

The "Course in English," as a whole, is built upon the Spiral Plan. The Spiral Plan provides for gradation in progress from lower to higher phases of the subject. It takes for granted that, in his first year's formal study of the sentence, the pupil should learn the more obvious facts pertaining to the simple sentence; that, in his second year's study, he should, from a slightly higher point of view, see these facts in a clearer light, and at the same time learn a few of the somewhat more intricate phases of sentences perceptibly more difficult yet simple in structure; that each succeeding year he should gain broader and clearer views of all that he has previously learned, and at the same time master the construction and analysis of more and more complicated sentences until he acquires ability to understand, to interpret, to analyze, and to construct all forms and classes of the English sentence. In this constantly ascending course, this FIRST BOOK provides two years' work, the second of which is at once a review and an extension of the first.

In lessons designed for teaching facts and principles, the Inductive Method is invariably used; the general course from lesson to lesson, from year's work to year's work, is Spiral.

The book provides for a large amount and a great variety of constructive work. This work is not merely suggested in a general way; it is definitely laid out for study and for use in the recitation.

To summarize, the salient features of this book are:

1. Strict adherence to its central aim—to teach the sentence.
2. Close conformity to the Spiral Plan.
3. Continuous and consistent application of the Inductive Method.
4. Great abundance and variety of constructive work.

THOMAS G. HARRIS.

Austin, Texas, January 31, 1903.



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SUGGESTIONS TO TEACHERS

STUDIES RELATED TO GRAMMAR

There are at least four distinct but closely related branches of language study—Spelling, Reading, Composition, and Grammar.

SPELLING: The spelling-book and the dictionary take the *word* as the unit of their work. These books must be relied upon to furnish the means of teaching orthography, definition, syllabication, pronunciation, etc.

Correct spelling is largely a matter of habit. If pupils are taught from the beginning that there is no valid excuse for their spelling a word incorrectly in a written exercise, if they are trained in the first three grades to ask the teacher about the spelling of any word in regard to which they are in doubt, and if they are taught in the fourth and higher grades to refer to the dictionary when in doubt, they will usually become unwilling to misspell a word in writing, and will form the habit of correct spelling. The exercises in this book may contribute much to the formation of this habit.

READING: In teaching reading the leading purpose is that the children may get thought from the printed page. In teaching grammar, systematic drill in constructing sentences, in separating sentences into their elements, in discovering the relations of these elements, and in determining their functions in the expression of thought, will contribute much to the ability to read intelligently.

In teaching grammar and in teaching reading the subject of the teaching is *thought*. A sentence is the expression of a thought, or it is nonsense. A mere collection of words is not a sentence, and is not the unit of study in grammar. Neither is the mere calling of words reading. The first essential characteristic of reading is thought getting, and if pupils fail in this they fail utterly. And in grammar pupils must see in the sentence the expression of a thought or they see nothing in it. The teacher may make the lessons in grammar and the lessons in reading reinforce each other to great advantage.

COMPOSITION: While grammar is the science of the sentence, composition is the art of discourse. Composition, and not grammar, treats

of the construction of the paragraph and all larger forms of literary production. Grammar may contribute to the art of composition only so far as ability to construct the sentence aids in composition. This is no small contribution, it is true; yet a text on grammar may not hope to supply the place of a text on composition. Some of the simpler forms of composition, however, should be taught at the same time with lessons in elementary grammar. But the best opportunities for this teaching are more easily found elsewhere:

1. *The Reader*: Pupils may be easily taught from their readers the meanings of the terms *verse*, *stanza*, and *paragraph*, as used to denote subdivisions of discourse. With pupils in the elementary grades it is worse than useless to try to teach set rules for, or to conduct formal drills in, *paragraphing*. In their readers they find opportunity to learn all of the paragraph that they are capable of understanding.

2. *Memory Gems*: Good primary teachers generally require pupils to commit and recite memory gems. The written reproduction of worthy selections will be found to be a profitable drill upon the forms of literary composition.

3. *Dictation*: A higher grade of exercise is reached when pupils copy, from dictation, stanzas, paragraphs, or short stories, taken from their text-books, and compare their written forms with the printed forms in the books.

4. *Letter Writing*: A valuable exercise in easy composition may be secured in the simpler forms of letter writing.

5. *Description*: Primary pupils may find profit and pleasure in attempts at description. Familiar subjects, as parks, rivers, buildings, picnics, excursions, etc., will furnish the basis for such exercises.

6. *Picture Stories*: Good results may be accomplished by writing stories suggested by pictures. A few pictures suitable for this are furnished in this book. Others may be easily obtained. The teacher should in each case give such oral direction as will enable pupils to interpret and appreciate the picture before they attempt to write the story.

7. *Other School Texts*: Suitable subjects for compositions may often be found in interesting topics recently studied in some other school text, as geography. This will also serve to test the results of teaching.

The foregoing suggestions relate to such forms in composition as may

be used by all teachers. Resourceful teachers will readily devise others adapted to the age, advancement, and environment of their pupils.

An elementary grammar class should have at least *one exercise a week* in formal composition work of some kind.

GRAMMAR

We are now prepared to see clearly the relation of grammar to other language studies. While the spelling-book and the dictionary deal with isolated words as units, and while the arts of reading and composition are exercised in the larger forms of discourse, grammar is the science of the sentence.

The SPIRAL COURSE IN ENGLISH, of which this is the First Book, takes the sentence as the unit of language. No direct provision is made for the study of the masterpieces of literature; that is left to the text-books in reading and literature. No formal plans are outlined for the teaching of composition beyond the construction of sentences. Only incidental and occasional opportunity is offered for the study of words except as elements of the sentence. The distinct and controlling purpose is to develop power to understand and interpret the sentence, power to analyze and explain the sentence, and power to construct and use the sentence in the expression of thought in oral and written form. Teachers who enter into the spirit of this plan and purpose will thereby enhance their success in the use of these books.

THE SPIRAL PLAN

The distinctive features of the spiral plan are succinctly stated in the preface; but details of its application may be of service here.

Part One: Part One aims to begin at the beginning of the pupil's experience in the formal study of the sentence, and to provide exercises suited in character and quantity to his needs for one year. The purpose is to develop the highest degree of language power of which the pupil is capable at this stage of advancement.

The sentence in its simplest form is the first matter given. The pupil is taught to discuss it as a sentence, to understand it as a sentence, and to construct it as a sentence.

Gradually the pupil is led to discover that this very simple sentence is separable into elements and to see what the essential elements are.

Some of the simpler modifications of these elements are introduced.

The pupil is led to distinguish by their use some of the more important parts of speech and to know them by their names.

As he progresses the pupil is made acquainted with such technical terms, and only such, as he needs, in order to talk intelligently and to think intelligently about his work.

Part Two: Part Two is designed to meet the needs of pupils more advanced by one year than those for whom Part One is planned.¹

Part Two reviews all the ground covered by Part One, but at each point raises the pupil to a slightly higher position and gives him a somewhat broader view of the subject.

The simple sentence, in slightly more difficult form, is still the basis of study. The aim is still to develop language power, to increase the pupil's opportunity to know the construction and analysis of the sentence, to discover somewhat more intricate forms of modification, and to learn the use and significance of technical terms here needed for intelligent discussion of the subject.

Drill in the separation of the sentence into its elements is continued, upon a slightly advanced but still easy plan. The names of all parts of speech are presented and the easier modifications of some of them are made to appear.

Thus the pupil moves round the *second spiral*. Under this plan the pupil's progress from year to year is marked not so much by his advance to higher subjects as by his advance to higher phases of subjects.

THE INDUCTIVE METHOD

Practically all the exercises in this book, except such as are designed for drill or review, are *purely inductive*. The inductive method of teaching is based upon observation and consequent discovery. Pupils may discover the facts of language as they appear in the sentence by using the powers of observation which they employ in discovering the facts that appear in the phenomena of nature.

¹ Pupils that have not studied Part One may successfully do the work laid out in Part Two, provided they are sufficiently advanced in the development of language power.

TECHNICAL TERMS

In these books, the use of technical terms is carefully avoided till they are needed and can be used intelligently; then they are freely introduced, but in such ways as to make their meaning readily intelligible to children. For example, as soon as the pupil knows what a sentence is, the term is given, but it is not given earlier.

THE DIAGRAM

Perhaps no device has been the subject of more earnest discussion among teachers than the diagram; for no mere device has more earnest friends on the one hand or more zealous enemies on the other. Even its best friends concede that harmful results come from the *abuse* of the diagram. Let us consider briefly both sides of the question:

I. *Uses of the Diagram*

1. *Expression deepens impression.* The child can comprehend some of the relations between elements of the simple sentence. He can express these relations by means of the diagram. This expression tends to make his understanding clear, definite, and confident. He cannot express these relations in verbal analysis. If denied the use of a diagram he is deprived of this opportunity to deepen impression by expression.

2. *The diagram appeals to the mind through the eye; verbal analysis, through the ear.* The diagram is a visible representation, a sort of picture; the analysis, a verbal description. More vivid impressions are made through the eye by means of pictures than through the ear by means of language.

3. *The diagram economizes time and space.* In a moment, and in a small space on the blackboard, the teacher or a pupil can place the diagram of a sentence, the analysis of which would occupy much more time and space. In a minute or two, many different pupils may put upon the blackboard the diagrams of as many different sentences. Then all pupils by a rapid glance at each diagram in turn may see

the pictured analyses of all these sentences. It would take them many times as long to inspect the verbal analyses if written upon the board; and even then the impressions would not be so clear.

4. *The diagram affords the teacher an opportunity to test the work of pupils.* Pupils as a rule do what they are required to do—what they are tested upon. The teacher may require pupils in the primary grades to diagram as many as ten or more simple sentences for a lesson. The teacher can quickly glance over the papers and see that the task has been performed, diagrams being easily inspected. The teacher has not time to “correct” a large number of papers in written analysis. Unable to test a large amount of such work, she cannot get the work done.

5. *Pupils like to make diagrams.* The diagram furnishes a pleasant occupation that is educational. Practice in making neat diagrams is in itself a good exercise in manual training, so far as it goes. It is interesting “busy work” that has in view a useful end.

6. *The diagram is an effective means of teaching analysis.* By means of it the teacher can *show* pupils what she must otherwise *tell* them. Showing is more effective than telling.

II. *Abuses of the Diagram*

1. It is an abuse of the diagram to make diagramming an *end* instead of a *means*. The great end in view is ability to analyze, not to diagram—ability to see relations and to express them in language.

2. It is an abuse of the diagram to use it to the *exclusion of verbal analysis*. In connection with the diagrams of the very simple sentences in Part One of this book, the teacher should give the pupils oral analyses. The diagram will help to give meaning to the words used by the teacher in analyzing a sentence. Gradually pupils will acquire power to analyze orally and later to write analyses.

3. It is an abuse of the diagram to require or to permit pupils to try to express by the diagram *relations which they do not understand*. They must first see relations and then express them.

4. It is an abuse of the diagram to attempt to invent diagrams that will represent all the relations of the elements of all kinds of complicated sentences. By the time pupils acquire power to comprehend

such relations they also acquire ability to state them in words. In the SPIRAL COURSE IN ENGLISH no forms are given for diagramming compound or complex sentences. Oral and written analysis should quite supersede the diagram with pupils prepared to take up Part Two of the Second Book.

5. It is a mistake to allow pupils to think that any one form of diagramming is more than an arbitrary device designed to exhibit the relations of the various elements of the sentence. No system of diagram work is essentially better than another except as it excels in simplicity and clearness. All systems are purely arbitrary and may be modified by any teacher.

ORAL INSTRUCTION

In the development of all new topics the order of steps to be taken is shown in the text. In most cases sufficient material is furnished, in proper arrangement, for the development of the lesson with the average pupil. In certain cases almost all pupils will need to be helped over difficulties by oral instruction. No text can even outline such oral instruction as will meet all these exceptional cases. Teachers should be quick to discover these emergencies and also be ready to meet them.

CONSTRUCTION *VERSUS* ANALYSIS AND PARSING

In teaching and in testing the results of teaching, three forms of exercise are provided for in most text-books: *Analysis*, *Parsing*, and *Construction*. In most texts, however, the emphasis is placed mainly upon *analysis* and *parsing*. In the SPIRAL COURSE IN ENGLISH abundant provision is made for exercises in *construction*. Perhaps the author believes not less in the value of analysis and parsing than others, but more in the value of construction. Construction furnishes exercise different in kind from that furnished in parsing and analysis, and, usually, exercise of a higher order. Example: In analysis, the sentence, *Boys play*, is given, and the pupil is required to point out the fact that the subject of the sentence is the noun "boys"; in construction, the pupil is required to write a sentence using the noun "boys" as the subject. In parsing, the pupil is required to state that the

subject of the sentence is a common noun, masculine, third, plural; in construction, he is required to write a sentence containing for its subject a common noun, masculine, third, plural.

In parsing and in analysis, the pupil discovers facts, relations, and modifications in the sentences given; in construction, he exemplifies facts, relations, and modifications in sentences of his own composition.

Parsing, within certain bounds, is useful as a drill in recognizing and stating the properties and relations of words in the sentence; carried beyond these limits, it becomes useless, purposeless, and tiresome to pupils. Analysis has a wider range of utility; but it, too, may easily be carried into a meaningless, profitless, perfunctory performance. Constructive work will not only break up the monotony of such drill by introducing a new kind of exercise, but it will compel a higher order of thinking. And after all, the ultimate aim is, not ability to parse words or to analyze sentences, but ability to express thought.

T. G. H.

THE SPIRAL COURSE IN ENGLISH

PART ONE

LESSON I

STATEMENTS

1. Study carefully each of these groups of words:

1. Boys play.

5. Birds fly.

2. Girls sing.

6. Roses bloom.

3. Pretty flowers.

7. Grass growing.

4. Horses run.

8. Crickets chirp.

2. Pick out six groups that tell something.

3. Pick out two groups that do not tell anything.

4. About what does the first group tell something? What does it tell about them?¹

5. Mention some object in the schoolroom, and tell something about it.

6. Mention something that you saw on the way to school, and tell something about it.

¹ The teacher will, of course, ask like questions in regard to the other groups.

LESSON II

STATEMENTS

DEFINITION: *A group of words that tell something about something is called a statement.*¹

RULE: *The first word of a statement should begin with a capital letter, and the last word should be followed by a period [.]*.

1. Write a statement about each of these:

men	snow	pinks
pupils	apples	pins
a desk	paper	the baby

2. With what kind of letter do you begin each statement?
3. What do you place at the close of each statement?
4. Write a statement about some boy that you know.
5. Write a statement about something in the school yard.
6. Write a statement about a dog.

LESSON III

MAKING STATEMENTS

1. Fill these blanks so as to make statements:

- | | |
|--------------|-------------|
| 1. — write. | 6. — walk. |
| 2. — read. | 7. — fall. |
| 3. — spell. | 8. — rise. |
| 4. — learn. | 9. — sink. |
| 5. — recite. | 10. — swim. |

¹ The teacher should be sure that pupils understand definitions and rules. Committing to memory may be a waste of time, or worse. Comprehension and application are vitally important.

2. Fill these blanks so as to form statements:

- | | |
|-----------------|----------------|
| 1. The boy —. | 6. Cows —. |
| 2. The girl —. | 7. Rain —. |
| 3. The man —. | 8. The wind —. |
| 4. The woman —. | 9. Water —. |
| 5. The horse —. | 10. Snow —. |

LESSON IV

WRITING STATEMENTS

1. Form statements by using in each a word from the upper line and a word from the lower line:

waves	limbs	winds	dogs	trees	water
fall	runs	blow	bark	bend	dash

2. Write statements formed by using in each a word taken from column 1 or 3, and a word or words taken from column 2 or 4:

1	2	3	4
books	rises	ink	were sent
paper	are heavy	rails	climb
leaves	are high	roads	bite
smoke	grow	roof	sank
nails	was built	desks	is black
iron	are written	board	are smooth
fences	is heavy	bucket	is steep
house	are read	rats	is red
words	is white	vines	are long
letters	are green	bushes	are broad

Write twenty statements, using every word or term once, and none more than once.

LESSON V

STATEMENTS AND QUESTIONS

1. Study carefully these groups of words:

- | | |
|-----------------------|-------------------------|
| 1. The crow is black. | 6. Is a minnow a fish? |
| 2. Can a crow sing? | 7. Daisies and pansies. |
| 3. Crows flying. | 8. Is a violet blue? |
| 4. A fish can swim. | 9. The rose is red. |
| 5. A string of fish. | 10. Sweet pinks. |

2. Pick out three groups of words that tell something about something.

3. Pick out three groups of words that ask something about something.

4. Pick out four groups of words that neither tell anything nor ask anything.

DEFINITION: *A group of words used to ask something about something is a question.*

RULE: *The first word of a question should begin with a capital letter, and the last word should be followed by a question mark [?].*

LESSON VI

STATEMENTS AND QUESTIONS

1. Notice again the ten groups of words given in Lesson V. Point out three statements. Point out three questions. Point out four groups that are not statements or questions.

2. Write a question about some animal.
3. Write a question about some garden vegetable.
4. Write a question about some kind of grain.
5. Write a question about each of these:

a book	chalk	a doll	spoons
a table	ink	a pen	geese

6. With what kind of letter do you begin the first word of a question?
7. What mark do you put at the end of a question?
8. Change the questions that you have written so as to form statements.
9. How do you begin a statement?
10. How do you close a statement?

LESSON VII

STATEMENTS AND QUESTIONS

1. Change these statements to questions and write them neatly:

- | | |
|----------------------|-----------------------|
| 1. The snake hisses. | 7. The dog barks. |
| 2. The lamb bleats. | 8. The cat mews. |
| 3. The pig squeals. | 9. The lion roars. |
| 4. The hen clucks. | 10. The tiger growls. |
| 5. The cow lows. | 11. The frog croaks. |
| 6. The horse neighs. | 12. The wolf howls. |

2. Write a statement about each of these:

wheat	oats	fur	hay
corn	flax	moss	straw
cotton	wool	bark	meal

3. Change the statements that you have written to questions.

4. How do you begin a question?

5. How do you close a question?

LESSON VIII

STATEMENTS AND QUESTIONS

1. Write statements that will answer these questions:¹

- | | |
|---------------------------|--------------------------|
| 1. What can birds do? | 7. What can crickets do? |
| 2. What can rats do? | 8. What can bugs do? |
| 3. What can fish do? | 9. What can flies do? |
| 4. What can squirrels do? | 10. What can bears do? |
| 5. What can spiders do? | 11. What can monkeys do? |
| 6. What can ants do? | 12. What can whales do? |

2. How do you begin each statement?

3. How do you close each statement?

4. Write a statement about each of these:

iron lead gold silver copper

5. Change your statements to questions.

¹ Such exercises should provoke thought. To this end, pupils should try to write answers that will express distinctive characteristics of the subjects. For example, *Spiders spin*, in answer to 5, would meet this demand. *Spiders crawl* or *Spiders bite* would not do so well.



Двоѣák

THE CUT FINGER

LESSON IX

A PICTURE LESSON

Give a name to each of the three children.

Write ten lines, telling (1) where they are, (2) what they have been doing, and (3) how they feel.

To THE TEACHER : See "Suggestions to Teachers," page 12.

LESSON X

WRITING STATEMENTS AND QUESTIONS

1. Write a question about each of these:

the hat	the store	the train	windows
the marble	grasshoppers	sails	wrists
the clock	a lake	elbows	ducks
the fire	a river	a chain	feet
the shop	mountains	milk	toes

2. Write statements answering the questions you have written.

LESSON XI

WRITING STATEMENTS THAT ANSWER QUESTIONS

Write statements answering these questions:

- | | |
|-----------------------|--------------------------|
| 1. Who plows? | 11. Who sews? |
| 2. What does he plow? | 12. What is sewed? |
| 3. Who sows? | 13. Who preaches? |
| 4. What does he sow? | 14. What does he preach? |
| 5. Who reaps? | 15. Who teaches? |
| 6. What does he reap? | 16. Who are taught? |
| 7. Who sells? | 17. Who learn? |
| 8. What does he sell? | 18. What are learned? |
| 9. Who doctors? | 19. Who builds? |
| 10. Who is doctored? | 20. What does he build? |

EXAMPLE: The farmer plows.

LESSON XII

WRITING STATEMENTS IN ANSWER TO QUESTIONS

Write statements in answer to these questions:

- | | |
|------------------------|-----------------------|
| 1. Who sings? | 11. Who sweeps? |
| 2. What is sung? | 12. What is swept? |
| 3. Who play? | 13. Who drives? |
| 4. What are played? | 14. What is driven? |
| 5. What swim? | 15. Who hauls? |
| 6. Where do they swim? | 16. What is hauled? |
| 7. What fly? | 17. Who buys? |
| 8. Where do they fly? | 18. What is bought? |
| 9. Who cooks? | 19. Who study? |
| 10. What is cooked? | 20. What are studied? |

LESSON XIII

NAMES, OR NOUNS

1. Write your name.
2. Write your father's name.
3. Write your mother's name.
4. Write the names of three boys who go to school.
5. Write your teacher's name.
6. Write the names of three girls who go to school.
7. Write the name of this school.
8. Write the names of three objects in the schoolroom.

9. Write the names of three objects on the school grounds.

10. *A name is called a noun.*

11. All the names that you have written are *Nouns*. See if you can find twenty *nouns* in the exercise that you have written in this lesson.

12. Write the name of this county.

13. Write the name of this State.

14. Write the name of some large city.

15. Write the names of three objects that you can see on the way home from school.

LESSON XIV

NAMES, OR NOUNS

1. From the nouns that you wrote in the last lesson, select and write in one group all that are the names of persons. Your teacher will show you how to begin.

2. In another group, write all the nouns that are the names of places.

3. Write in another group all the nouns that are the names of things.

4. How many names of persons did you write? How many names of places? How many names of things?

DEFINITION: *A noun is the name of a person, a place, or a thing.*

RULE: *The name of a person or of a place usually begins with a capital letter, but the name of a thing usually begins with a small letter.*

LESSON XV

USING NOUNS

1. Fill these blanks with nouns:

1. Birds fly in the —.
2. Frogs live in the — or in the —.
3. Peaches grow on —.
4. Boys skate on —.
5. Kittens drink —.
6. My name is —.
7. I live in the State of —.
8. I live in the County of —.
9. Roses grow on —.
10. Grapes grow on —.
11. Cotton grows on a —.
12. Mice eat —.
13. Birds build their — in —.
14. We found three — in the —.
15. I saw a knife with three —.
16. We cut weeds with a —.
17. We cut cloth with —.
18. We cut meat with a —.
19. A dog bites with his —.

2. Point out all the nouns in the preceding statements, and tell whether each is the name of a person, a place, or a thing.

LESSON XVI

ANSWERING QUESTIONS

1. Write statements in answer to these questions:

1. When do we have cold weather?
2. When do we have warm weather?
3. When do the leaves grow on the trees?
4. When do the leaves fall?
5. Where does corn grow?
6. Where does lettuce grow?
7. Where do potatoes grow?
8. Where do squirrels live?
9. What does the merchant do?
10. What does the carpenter do?

2. Underscore all the nouns in the ten statements that you have written.

LESSON XVII

IS AND ARE; WAS AND WERE

1. Notice these statements:

- | | |
|------------------------------|-------------------------------|
| 1. A rose <i>is</i> sweet. | 4. Boys <i>are</i> studying. |
| 2. Roses <i>are</i> sweet. | 5. The kite <i>is</i> flying. |
| 3. A boy <i>is</i> studying. | 6. Kites <i>are</i> flying. |

2. Observe that *is* is used in speaking of one rose, one boy, or one kite, and that *are* is used in speaking of more than one.

3. Notice these statements:

- | | |
|-------------------------------|------------------------------|
| 1. A bird <i>was</i> singing. | 4. Rooks <i>were</i> cawing. |
| 2. Birds <i>were</i> singing. | 5. A dove <i>was</i> cooing. |
| 3. A rook <i>was</i> cawing. | 6. Doves <i>were</i> cooing. |

4. Observe that *was* is used in speaking of one bird, one rook, and one dove, and that *were* is used in speaking of more than one.

RULE: *Is and was are used in speaking of one, and are and were are used in speaking of more than one.*

5. Write three statements, using *is*; three, using *are*; three, using *was*; three, using *were*.

LESSON XVIII

IS AND ARE; WAS AND WERE

1. Use *is* or *are* in a written statement about each of these:

a leaf	leaves	a page
books	a book	pages

2. Use *was* or *were* in a written statement about each of these:

the elephant	pigeons	one duck
elephants	a pigeon	six ducks

3. Use *is* or *are* in a written question about each of these:

men	pony	chickens
a man	ponies	a chicken

4. Use *was* or *were* in a written question about each of these:

a well	flowers	one plum
wells	a flower	five plums

5. With what kind of letter do you begin a statement?
6. With what kind of letter do you begin a question?
7. What mark do you place at the end of a statement? At the end of a question?

LESSON XIX

IS AND ARE; WAS AND WERE

Write these exercises carefully:

1. Use *is* in a statement about John.
2. Use *are* in a statement about John and James.
3. Use *is* in a question about William.
4. Use *are* in a question about William and Mary.
5. Use *is* in a statement about a cat.
6. Use *are* in a statement about a cat and a dog.
7. Use *was* in a question about a duck.
8. Use *were* in a question about a duck and a goose.
9. Use *was* in a question about an Indian.
10. Use *were* in a question about an Indian and a bow.

LESSON XX

IS AND ARE; WAS AND WERE

1. Copy the following statements and fill each blank with *is* or *are*:

1. The mocking-bird ——— singing in the trees.
2. The orioles ——— brightly colored.
3. The oriole ——— singing sweetly.

4. The quail — whistling his merry “Bob, Bob White.”

5. Monkeys — chattering in the forest.

2. Copy the same statements again, this time filling the blanks with *was* or *were*.

LESSON XXI

IS AND ARE; WAS AND WERE

1. Copy these questions neatly, filling each blank with *is* or *are*:

1. — this your book?
2. — these your books?
3. Whose shawl — that?
4. Whose shoes — those?

2. Copy these statements, filling each blank with *was* or *were*:

1. A gold fish — swimming in the glass globe.
2. Two canary birds — in the cage.

3. Copy these questions, filling each blank with *was* or *were*:

1. How many eggs — in the nest?
2. Where — the book found?
3. Where — the books found?
4. In which room — the girls?
5. In which room — the girl?
6. Whose marbles — those?
7. Whose top — that?

LESSON XXII

A PICTURE LESSON

Write a story suggested by the picture on the opposite page.
Note that the picture is called "A Resting Place."

LESSON XXIII

NOUNS—ONE AND MORE THAN ONE

1. Notice these nouns:

apple	pink	top	dog
plum	whip	cat	book

2. Does each of these nouns mean one or more than one?
3. Now notice the nouns as written here:

apples	pinks	tops	dogs
plums	whips	cats	books

4. In this form do they mean one or more than one?
5. What change in them made them mean more than one?

RULE: *Commonly we add s to a noun that means one to make it mean more than one.*

6. Write a statement about more than one cow.
7. Write a question about more than one hen.
8. Write a statement about more than one pencil.
9. Write a question about more than one tree.



A RESTING PLACE

M. LAUX

LESSON XXIV

NOUNS—ONE AND MORE THAN ONE

1. Change these nouns so as to make them mean more than one:

box	church	bush	dress
ax	inch	dish	press

2. What did you add to each?

RULE: *When a noun ends in ch (soft), sh, s, or x, we add es to make it mean more than one.*

3. Write a statement about more than one sash.
4. Write a question about more than one dish.
5. Write a statement about more than one kiss.
6. Write a question about more than one branch.
7. Write a statement about more than one bench.
8. Write a question about more than one fox.
9. Tell how statements and questions should begin, and how they should end.

LESSON XXV

THIS AND THAT; THESE AND THOSE

1. We use *this* to refer to one thing near us, and *that* to refer to one thing at some distance.

EXAMPLES: *This apple* in my hand.
That apple on the plate.

2. We use *these* to refer to more than one near us, and *those* to refer to more than one farther away.

EXAMPLES: *These apples* in my hand.
Those apples on the plate.

3. Fill each blank with *this* or *that*:¹

1. — boy (by my side) is taller than — one (by the door).

2. — hat (in John's hand) is larger than — one (in my hand).

4. Fill these blanks with *these* or *those*:

1. — buttons (on my coat) are not so pretty as — (on yours).

2. — marbles (in your hand) are smaller than — (in my hand).

LESSON XXVI

THIS AND THAT; THESE AND THOSE

1. Write statements, using the expressions given below, and explain to your teacher why you use *this* or *that*, *these* or *those* in the several statements.

this top

these apples

these oranges

that boy

those peaches

this ax

that trap

those eggs

these axes

2. In the following statements change *this* to *these*, *these* to *this*, *that* to *those*, and *those* to *that*, and then write the statements in correct form.

1. This boy is a good student.

2. That girl is a fine singer.

3. These pupils are industrious.

¹ The teacher will supplement in oral drill with objects near and far in time and space. Drill, properly varied, is essential.

4. Those pupils are lazy.
5. This lesson is interesting.
6. That lesson was not interesting.
7. This house is old.
8. Those trees are green.
9. These pencils are sharp.
10. That orange was sweet.

EXAMPLE: These boys are good students.

LESSON XXVII

IS AND ARE; HAS AND HAVE

1. In the following statements, change *is* to *are*, *are* to *is*, *has* to *have*, and *have* to *has*, and then write the statements in correct form.

EXAMPLE: This church has a tall steeple. When changed, the statement will be: These churches have tall steeples.

1. This box is square.
2. That bush has berries on it.
3. These boys are fond of music.
4. That girl has a fine chin.
5. This poet has a noble brow.
6. This horse is a useful animal.
7. This dog is a faithful friend.
8. Those squirrels are cunning little creatures.
9. This fox is sly.

10. Those lions are brave.

2. Change the preceding ten statements to questions.

LESSON XXVIII

IS AND ARE; HAS AND HAVE

1. Change these statements as you first changed those in the last lesson:

1. This tiger is strong.

2. That eagle is proud.

3. This melon is ripe.

4. These apples are sweet.

5. That ripe peach is good to eat.

6. Those pears are juicy.

7. These apricots have a pleasant flavor.

8. These eggs were in the nest.

9. Those birds have bright plumage.

10. These oak trees have acorns on them.

2. Change the ten statements given under 1 to questions.

LESSON XXIX

IS AND ARE; HAS AND HAVE

1. Change these questions as you first changed the statements in the last lesson:

1. Are those boys there?

2. Is this girl ready?

3. Have these girls their books?
4. Has this girl her luncheon in her basket?
5. Has that girl her pen in her box?
6. Has this girl combed and brushed her hair?
7. Have these boys bathed their hands and faces?
8. Have these boys brushed their coats?
9. Has this boy prepared his lesson?
10. Is that boy glad to go to school?
2. Write statements answering your questions.

LESSON XXX

*IS AND ARE; WAS AND WERE;
HAS AND HAVE*

1. Write a question about horses, using *were*.
2. Write a statement in answer to your question.
3. Write a question about birds, using *are*.
4. Write a statement in reply to your question.
5. Write a question about a fish, using *is*.
6. Write an answer to your question.
7. Write a question about a pony, using *has*.
8. Write a statement as an answer.
9. Write a question about girls, using *have*.
10. Write a statement in reply.
11. Write a question about a rat, using *was*.
12. Write an answer.

LESSON XXXI

IS AND ARE; WAS AND WERE; HAS AND HAVE

1. Write a question about a boy, using *was*.
2. Write a statement in reply.
3. Write a question about a chair and a table, using *are*.
4. Reply in a written statement.
5. Use *were* in a written question about David and Peter.
6. Answer in a written statement.
7. Use *have* in a written question about William and Mary.
8. Answer in a written statement.
9. Use *were* in a written question about a man and his son.
10. Write a statement in reply.
11. Use *is* in a question about a goat.
12. Write a statement in reply.
13. Use *has* in a question about a quail.
14. Answer in a written statement.

LESSON XXXII

A REVIEW

1. What is a statement?
 2. Write a statement about two blackbirds.
 3. How do you begin a statement? How do you close it?
 4. What is a question?
 5. Write a question about a partridge.
 6. How do you begin a question? How do you close it?
 7. What is a noun?
-

8. What nouns begin with capital letters?
9. What do we usually add to a noun to make it mean more than one? Give an example.
10. Mention a noun to which we add *es* to make it mean more than one.
11. When do we use *this? that? these? those?*
12. Write four questions, using *this, that, these, and those*.

LESSON XXXIII

A REVIEW (CONTINUED)

1. Explain when we use *is*, and when we use *are*.
2. Write two statements, using *is* in one and *are* in one.
3. Explain when we use *was* and when we use *were*.
4. Write two questions, using *was* in one and *were* in one.
5. When do we use *has?* When do we use *have?*
6. Use *has* in a statement.
7. Use *have* in a question.
8. Give a rule for the use of capital letters.
9. Give a rule for the use of the period.
10. Give a rule for the use of the question mark.

LESSON XXXIV

SURNAMEs AND GIVEN NAMEs

1. Write your full name.
2. Write your father's name in full.
3. Write your mother's name in full.
4. Notice that one part is alike in all the names you have written.

That part is called the family name, or the *surname*. What is your surname?

5. Notice that the names you wrote are unlike in certain parts. These parts are called *given* names. What is your given name?

6. In a certain family, the man's name is John Henry Brown, his wife's name is Mary Ann Brown, his little boy's name is George Thomas Brown, and his little girl's name is Martha Jane Brown.

(a) What is the surname of this family?

(b) What is the man's given name?

(c) What is the woman's given name?

(d) What is the son's given name?

(e) What is the daughter's given name?

LESSON XXXV

SURNAMEs AND GIVEN NAMEs

1. Write the surnames of five families that you know.

2. Write the given names of five boys in school.

3. Write the given names of five girls who attend school.

4. Write the full names of five children that you know. Draw one line under each surname and two lines under each given name.

5. In the last lesson, how many capital letters were used in writing Mr. Brown's name?

RULE: *Each part of the name of a person should begin with a capital letter.*

6. Did you use capital letters correctly in the names you wrote under 1, 2, 3, and 4?

LESSON XXXVI

A PICTURE LESSON

Who is the lady in the picture?

Where is she?

What is she doing?

Who are these children?

What are they doing?

Write a story about the lady and the children.

LESSON XXXVII

NAMES AND INITIALS

1. John Henry Brown often writes his name J. H. Brown. He sometimes writes only J. H. B.

2. The first letter in a name is called an *Initial*. What are Mr. Brown's *initials*?

3. Did Mr. Brown write his initials in capital letters or in small letters?

4. What mark is placed after each initial?

RULE: *Each initial should be a capital letter, and should be followed by a period.*

5. Write your own name in full. Now write your initials.

6. Write your father's full name. Now write his initials.

7. Write your mother's full name. Now write her initials.

8. Did you use capital letters and periods correctly?



JOHN MORGAN

A FEATHER IN HER CAP

LESSON XXXVIII

NAMES AND INITIALS

1. Copy these names, using only the initials for the given names:

1. William Henry Harrison;
2. Robert Edward Lee;
3. Ulysses Simpson Grant;
4. Albert Sidney Johnston;
5. William Cullen Bryant;
6. Henry Wadsworth Longfellow.

2. How many capital letters did you use in copying each name in 1?

3. How many rules have you now learned for the use of capital letters? State them.

4. How many rules have you learned for the use of the period? State them.

5. When do you use a question mark?

6. The question mark is usually called an *Interrogation Point*. Hereafter we shall call it by this name.

LESSON XXXIX

NAMES AND ABBREVIATIONS

1. Write the names of the twelve months.

2. Some of these names are long. We may shorten them in writing, thus:

Jan.	Apr.	Oct.
Feb.	Aug.	Nov.
Mar.	Sept.	Dec.

3. These shortened or abbreviated words are called *Abbreviations*.

4. May, June, and July are not long, and should not be abbreviated.

5. What mark is placed after each abbreviation in 2?

RULE: *Each abbreviation should be followed by a period.*

6. Write the names of the days of the week in full.

7. Here are the abbreviations for these days:

Sun.	Tues.	Thurs.	Sat.
Mon.	Wed.	Fri.	

8. With what kind of letter does each of the abbreviations above begin?

9. **REMARK:** An abbreviation usually, but not always, begins with a capital letter.

LESSON XL

NAMES AND ABBREVIATIONS

1. Here are some abbreviations that are often used:

Mr. for Mister;	Col. for Colonel;
Mrs. for Mistress; ¹	St. for Street;
Dr. for Doctor;	Ave. for Avenue;
Prof. for Professor;	No. for Number;
Rev. for Reverend;	Hon. for Honorable;
Gen. for General;	Gov. for Governor.

2. Can you think of other abbreviations besides those given in this lesson and in Lesson XXXIX?

¹ Pronounced *Missiz*.

3. Write the names of three men, placing a proper abbreviation before each.

EXAMPLE: Gov. Lanham.

4. Write the names of three married ladies, placing the proper abbreviation before each.

5. Write three statements, using an abbreviation in each.

LESSON XLI

NAMES AND ADDRESSES

1. From these forms, you may learn how to write a name and address:

(1) Hon. R. M. Love,
 506 W. 22nd St.,
 Austin,
 Texas.

(2) Rev. E. B. Wright,
 248 Fifth Ave.,
 New York City.

(3) Mr. J. P. Cobb,
 Easton,
 Fresno Co.,
 Cal.

2. Observe carefully where commas are placed, and where periods are placed.

3. Write your name and address.

4. Write the name and address of your family physician.
5. Write the name and address of a minister.
6. Write the name and address of some merchant.
7. Write the name and address of a friend living at another place than this.

LESSON XLII

A BOY'S LETTER

*Athens, Tenn.,
June 20, 1903.*

Dear John,—

I have just returned from a trip to White Cliff Springs. I went with papa and Uncle George.

The Springs are on the top of a big mountain. The view from the top of the mountain is very pretty.

The road up the mountain is steep and crooked. They call it a turnpike road.

On the way we saw many clear streams of water running over large, clean rocks.

Tall, green trees make the road cool and shady.

Near the Springs we saw a rainbow in the mist rising from the Falls.

I shall be glad to have you go with us the next time we go.

Your cousin,
TOM COCHRAN.

1. Copy neatly the letter just given. Be careful in the use of capital letters and punctuation marks. Also leave proper space for margins. Notice how each new paragraph is begun.

2. Write a letter to some friend or relative describing a picnic that you have attended.¹

LESSON XLIII

NOUNS AND PRONOUNS

1. Notice this statement:

John put John's saddle on John's pony.

2. Now notice this one:

John put *his* saddle on *his* pony.

3. Note that the word *his* takes the place of the noun *John's*.

4. *His* is called a *pronoun*.

DEFINITION: *A word used in the place of a noun is called a pronoun.*

5. Put pronouns in place of some of the nouns in these statements:

1. Mary made a new dress for Mary's doll.

2. Henry cut Henry's finger with Henry's new knife.

3. John asked John's father to buy John a goat.

4. John gives John's goat grain and hay.

5. Mary's mamma gave Mary a new bonnet for Mary's doll.

¹ The teacher may extend this exercise by directing pupils in adapting their letters to local conditions, such as parks or other pleasure resorts, picnics, ball games, or prevalent amusements, etc. See "Suggestions to Teachers," page 12.

6. Write statements, using these pronouns:

we he his her

LESSON XLIV

NOUNS AND PRONOUNS

1. Fill the blanks in these statements with pronouns:

1. Kate has a pet lamb. — feeds — three times a day. When — calls —, — bleats and runs to meet —.

2. Sam has two squirrels. — keeps — in a cage. — have bright eyes. — gives — corn and nuts. When — hear — voice, — frisk about and show that — are glad. — likes to see — turn the wheel in — cage.

2. See how many correct statements you can make by filling these blanks with different pronouns:

1. — has lost — ball.

2. — have broken — slate.

3. — found — pencil.

3. Did you write as many as seventy-two correct statements?

LESSON XLV

PRONOUNS

1. Write statements beginning with these pronouns, and use *has* or *have* in each statement:

I we you he she it they

2. Write a statement beginning with each of these pronouns, and use *was* or *were* in each statement:

I we you he she it they

3. Write a statement beginning with each of these pronouns, and use *is* or *are* in each statement:

you he she it we they

4. Change into a question each of the twenty statements you have written.

5. How do you begin a statement or a question?

6. How do you close a statement?

7. How do you close a question?

RULE: *The word I is always a capital letter.*

LESSON XLVI

STATEMENTS AND QUESTIONS

Change these statements to questions by changing the order of the words, and then write them neatly:

1. The dog's name is Rover.
2. The turtle-dove is a harmless bird.
3. The rainbow has seven colors in it.
4. My dog has two white feet.
5. My book is on the shelf.
6. Your books are in the desk.
7. The child is sick.
8. The children are well.

LESSON XLVII

STATEMENTS AND QUESTIONS

Change these questions into statements, and then write the statements:

1. How many forefeet has a horse?
2. How many forefeet have two horses?
3. Two ducks have how many wings?
4. Six cows have how many feet?
5. Two babies have how many fingers and toes?
6. Are the cat and the dog in the yard?
7. Is this an easy lesson to write?
8. Are the goose and the duck in the pond?
9. Can a baby duck swim?
10. What is a baby goose called?

LESSON XLVIII

COMMANDS

1. Notice these groups of words:

1, Fido, get off the porch.

2. Lend me your pencil, Jane.

2. In the first group, Fido is ordered to get off the porch.

3. In the second group, Jane is requested to lend the speaker her pencil.

DEFINITION: *A group of words expressing an order or a request is called a command.*

RULE: *A command should begin with a capital letter and should be followed by a period.*

4. Write three commands.

LESSON XLIX

STATEMENTS, QUESTIONS, AND COMMANDS

1. Tell which of these are statements, which are questions, and which are commands:

1. Study your lesson carefully.
2. Do you like to go to school?
3. Cotton is a farm product.
4. Give us this day our daily bread.
5. Texas is the largest State.
6. How many boys are here?
7. Write the exercise neatly.
8. In which State do you live?
9. Always do your work well.
10. Take good care of your health.

2. Write two statements, two questions, and two commands.

LESSON L

A PICTURE LESSON

Write a story for the picture on the following page.



MEYER VON BREMEN
THE WOUNDED LAMB.

LESSON LI

SENTENCES

1. Statements, questions, and commands are called *Sentences*.

DEFINITION: *A sentence is a group of words expressing a statement, a question, or a command.*

2. A sentence that makes a statement is called a *Declarative Sentence*.

3. A sentence that asks a question is called an *Interrogative Sentence*.

4. A sentence that makes a command is called an *Imperative Sentence*.

5. Point out the declarative sentences, the interrogative sentences, and the imperative sentences in Lesson XLIX.

6. Notice how all those sentences begin and close.

LESSON LII

COMMANDS

1. In a command we often address some one. If the name of the person addressed is expressed, it is set off by a comma.

EXAMPLE: John, bring me the book; or, Bring me the book, John.

2. Write an imperative sentence ordering Fido to stand up.

3. Write an imperative sentence requesting your brother to post a letter for you.

4. Write an imperative sentence requesting some pupil to show you the lesson.

5. Write an imperative sentence requesting the janitor to sharpen your pencil.
6. Write an imperative sentence requesting Mary to study her lesson.
7. Be careful about the use of the comma in your sentences.

LESSON LIII

SENTENCES

1. Write a declarative sentence about a pony.
2. Write an interrogative sentence about a dog.
3. Write an imperative sentence requesting the loan of a book.
4. Tell which of these are declarative sentences, which interrogative, and which imperative :
 1. Who lived here before the white people?
 2. Indians used to live in many parts of North America.
 3. Susan, please read us a story.
 4. Who invented the cotton-gin?
 5. Cotton was formerly cleaned of its seed by hand.
 6. Mary, please lend me your pencil.
 7. Should each pupil have his own pencil?
 8. What do you think of people who often borrow?
 9. It is better to lend than to borrow.
 10. Eli Whitney invented the cotton-gin.
 11. Who discovered the Mississippi River?
 12. Will you kindly lend me your book?

LESSON LIV

A REVIEW

1. Tell what a surname is.
2. Tell what a given name is.
3. What are initials?
4. What kind of letters do we use in writing initials?
5. What mark is placed after each initial?
6. What is an abbreviation?
7. How does an abbreviation usually begin?
8. What mark always follows an abbreviation?
9. Write the name and address of a friend.
10. What is a pronoun?
11. Write a sentence using a pronoun.
12. What is a sentence?
13. What is a declarative sentence?
14. What is an interrogative sentence?
15. What is an imperative sentence?
16. Write a declarative sentence.
17. Write an interrogative sentence.
18. Write an imperative sentence.
19. How many rules do you now know for the use of the period?
State them.
20. State the rules for the use of the interrogation point.
21. How many rules do you now know for the use of capital letters?
State them.
22. How many rules do you now know for the use of the comma?
23. Do you observe all these rules in writing?

LESSON LV

WORDS IN A SERIES

1. Notice these two sentences:

1. Thomas and William and George are brothers.
2. Thomas, William, and George are brothers.

2. Notice these two sentences:

1. For breakfast we ate fruit and milk and butter and bread and eggs.
2. For breakfast we ate fruit, milk, butter, bread, and eggs.

3. What three words are used in the same way in the first two sentences?

4. What five words are used in the same way in the second two sentences?

5. Observe how *and* is used; also how the comma is used.

DEFINITION: *When more than two words are used in the same way in a sentence they form a series.*

RULE: *Usually the word and is used only before the last word in a series, and the comma is placed after each of the others.*

6. Write these sentences in better form:

1. A cat and a dog and a hen are in the yard.
2. Girls like to sing and dance and play.
3. Grass and trees and vines and shrubs grow in the yard.

LESSON LVI

WORDS IN A SERIES

1. Write a declarative sentence about:
 1. Three wild animals.
 2. Three domestic animals.
 3. Four kinds of grain.
 4. Four flowers.
2. Write an interrogative sentence about:
 1. Three articles used at school.
 2. Three kitchen utensils.
 3. Three pieces of parlor furniture.
 4. Three kinds of table cutlery.
3. What is the rule for *and* in a series? For the comma?

LESSON LVII

WORDS IN A SERIES

1. Write declarative sentences telling:
 1. Three things that birds do.
 2. Three things that cats do.
 3. Three things that are eaten by cows.
 4. Three things of which clothes are made.
 5. Three things of which bread is made.
 6. Three things that grow in the fields.
 7. Three things that live in the water.
 8. Three kinds of fruit that you like.
 9. Three flowers that grow in the yard.
 10. Three animals that eat grass.

EXAMPLE: Birds walk, fly, and sing.

2. Observe the rules about *and* and the comma in a series.

LESSON LVIII

WORDS IN A SERIES

1. Write declarative sentences about :

1. Four kinds of groceries.
2. Three kinds of cloth.
3. Three articles of hardware.
4. Four kinds of trees.

2. Write declarative sentences about :

1. Three kinds of bipeds.
2. Four kinds of quadrupeds.

3. Write declarative sentences about :

1. Four things that grow on trees.
2. Four things that grow in the garden.
3. Four animals that eat grain.
4. Four animals that eat flesh.

EXAMPLE : We buy sugar, rice, flour, and bacon.

LESSON LIX

WORDS IN A SERIES

1. Write declarative sentences about :

1. Three boys that go to school.
2. Three girls that attend church.
3. Three books that you study.
4. Three things that you keep in your desk.
5. Three things that you like to eat.

2. Write declarative sentences about :

1. Three kinds of berries.
2. Three kinds of fruit.
3. Four kinds of trees.
4. Four garden vegetables.
5. Three dairy products.

LESSON LX

SUBJECT AND PREDICATE

1. Notice these sentences :

1. Boys run.
2. Birds fly.

2. How many parts are in each?

3. We must have at least two parts in a sentence.

4. The first part shows what we are thinking about, and is called the *Subject*.

5. The second part tells what we think about the subject, and is called the *Predicate*.

6. Point out the subject and the predicate in each of these sentences :

1. Kittens play.
2. Dogs bark.
3. Snakes crawl.
4. Lambs frolic.

LESSON LXI

THE DIAGRAM¹

1. We may make a little drawing show the parts of a sentence; thus:

Boys	x	run
Birds	x	fly

2. A drawing of this kind is called a *Diagram*.

3. Diagram the four sentences in 6 in the last lesson.

4. Supply subjects for these predicates:

1. — sing.
2. — jump.
3. — swim.

5. Diagram the three sentences that you have written.

6. Supply predicates for these subjects:

1. Fire —.
2. Grass —.
3. Turkeys —.

7. Diagram the three sentences formed.

LESSON LXII

DIAGRAMING

1. Supply subjects for the following predicates, and then diagram the sentences:

1. — skip.

2. — soar.

¹ See Uses of the Diagram and Abuses of the Diagram under "Suggestions to Teachers," pages 15-16.

3. — leap.

5. — crow.

4. — float.

6. — ring.

2. Supply predicates for these subjects, and then diagram the sentences:

1. Eagles —.

5. Colts —.

2. Children —.

6. Boys —.

3. Flowers —.

7. Bees —.

4. Pigs —.

8. Ants —.

3. What does the subject of a sentence show?

4. What does the predicate of a sentence do?

LESSON LXIII

NOUNS AND VERBS

1. If you will look again at the sentences in Lesson LX, you will see that the subject of each sentence is a noun. It names the person or the thing that we are thinking about in each case.

2. The predicate *tells* what we think of the subject.

DEFINITION: *A word that tells something is called a verb.*

3. See how many *nouns* you can find in the sentences given in Lesson LX.

4. See how many *verbs* you can find in the same sentences.

5. Supply nouns for the following verbs, and then diagram the sentences:

1. — sleep.

2. — snore.

3. — fall.

6. Supply verbs for these nouns, and then diagram the sentences:

1. Rivers —.

2. Waves —.

3. Winds —.

LESSON LXIV

NOUNS AND VERBS

1. Supply nouns for these verbs, and then diagram the sentences:

1. — ride.

5. — laugh.

2. — grunt.

6. — cough.

3. — groan.

7. — sneeze.

4. — weep.

2. Supply verbs for these nouns, and then diagram the sentences:

1. Storms —.

3. Hail —.

2. Snow —.

4. Breezes —.

3. How do you know a *noun*?

4. How do you know a *verb*?

5. Tell what the subject of a sentence shows.

6. Tell what the predicate of a sentence tells.

7. The subject of a sentence is usually a noun or a pronoun.

8. The predicate of a sentence is a verb, or contains a verb.

LESSON LXV

NOUNS AND VERBS—ENDINGS

1. Notice the endings of the nouns and the verbs in these sentences:

1. The dog barks.
2. The dogs bark.
3. The lamb bleats.
4. The lambs bleat.
5. The boys run.
6. The boy runs.

2. Notice that in these sentences the noun and the verb do not both end in *s*.

3. Notice how the verbs end in these sentences:

1. He comes.
2. They come.
3. John writes.
4. William writes.
5. John and William write.
6. The kitten plays.
7. The puppy plays.
8. The kitten and the puppy play.

4. Notice that none of these verbs ends in *s* when the subject means more than one.

NOTE: The teacher should give additional illustrations.

LESSON LXVI

VERBS AND NOUNS—ENDINGS

1. Put *know* or *knows* in each blank in these sentences:

1. He —— his lesson.
2. They —— their lessons.
3. Kate —— her lesson.
4. You —— your lesson.
5. Jane —— her lesson.
6. Kate and Jane —— their lessons.
7. The pupil —— the lesson.
8. The pupils —— the lesson.

2. Supply subjects in these sentences:

- | | |
|-------------------|--------------------------|
| 1. —— read well. | 4. —— walks fast. |
| 2. —— reads well. | 5. —— dances gracefully. |
| 3. —— walk fast. | 6. —— dance gracefully. |

3. Point out the subjects and predicates in the sentences given in this lesson and in Lesson LXV.

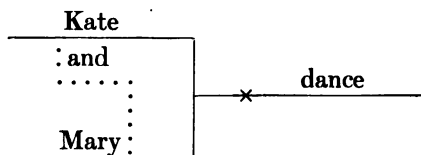
LESSON LXVII

DIAGRAMING

1. We have seen that sometimes the subject of a sentence has two parts; as,

Kate and Mary dance.

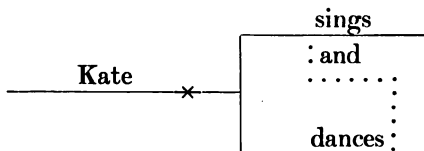
2. We may diagram this sentence thus:



3. Sometimes a sentence has two verbs in the predicate; as,

Kate sings and dances.

4. We may diagram this sentence thus:



5. A sentence may have two parts in the subject and two verbs in the predicate; as,

Kate and Mary sing and dance.

6. We may diagram this sentence thus:



7. Copy and diagram these sentences:

1. Children romp and play.
2. Boys and girls laugh.
3. Men and women read and write.
4. Pupils study and recite.

8. Point out the subject and the predicate in each sentence given under 7.

LESSON LXVIII

WRITING SENTENCES

1. Write ten sentences formed by selecting subjects from the first column and predicates from the second:

1	2
sheep	swim
ducks	graze
the fox	swims
a duck	climb
foxes	climbs
the boy	cry
boys	purrs
the cat	purr
the cats	cries
fish	bleat

2. Point out the subject and the predicate of each of your ten sentences. Diagram the ten sentences you have written.

3. Select words from these columns, as above, and form five sentences having two nouns in the subject, two verbs in the predicate, or both:

1	2
teachers	read
pupils	study

4. Draw one line under each subject, and two under each predicate.

5. Diagram the five sentences you have written. Point out the subject and the predicate in each of the five sentences.

LESSON LXIX

ADJECTIVES

1. Notice these sentences:

1. John is a *tall* boy. 3. This is a *sweet* apple.

2. Tabby is a *gray* cat. 4. That is a *red* rose.

2. What word tells what kind of boy John is?

3. What word is used to describe the cat? The apple? The rose?

4. Such words as *tall*, *gray*, *sweet*, and *red* are called *Adjectives*.

5. *A word that modifies¹ a noun is called an adjective.*

6. Point out all the adjectives in these sentences:

1. Beautiful birds sing in the green trees.

2. Graceful swans swim in the clear water.

7. What word describes the birds? The trees? The swans? The water?

8. What is an adjective?

9. What is the word "beautiful"? "green"? "graceful"? "clear"?

LESSON LXX

ADJECTIVES (CONTINUED)

1. Here are four adjectives that may modify the noun given :

¹ The teacher should in oral drill lead pupils to see how the adjective modifies by limiting or describing.

large	}	trees
tall		
straight		
green		

2. Make a similar arrangement of four adjectives with each of these nouns :

boys	houses	roads	hat	dress
men	dogs	fence	book	knife

LESSON LXXI

ADJECTIVES (CONTINUED)

1. Here are four nouns that may be modified by the adjective given :

tall	{	men
		buildings
		steeple
		chimneys

2. Make a similar arrangement showing four nouns that may be modified by each of these adjectives :

green	sour	round	flat	hot
ripe	sweet	square	soft	bright

LESSON LXXII

ADJECTIVES (CONTINUED)

1. The adjective *busy* may modify the noun *bees* ; thus, *busy*

bees. From the following lists, write each adjective with a noun that it may modify:

Adjectives: Pretty, ugly, long, short, tall, low, large, small, old, young, sad, fast, happy, slow, rich, poor, wise, foolish, brave, timid, silent, noisy, idle, busy.

- *Nouns:* Tongue, feet, ducks, men, girls, bees, drones, clock, birds, mines, days, farm, children, soldiers, train, buildings, pansies, land, scars, beasts, ropes, feet, bills, story.

2. Try to use each word once, and no word more than once.

LESSON LXXIII

ADJECTIVES (CONTINUED)

1. Fill the blanks in these sentences with appropriate adjectives:

1. Oranges are —.
2. Lemons are —.
3. — peaches are —.
4. — people like — children.
5. The — squirrel has a — tail.
6. A duck has a — bill.
7. He gave me a bunch of — peas.
8. Those grapes were —.
9. The — dress had — buttons on it.
10. My — cousin has — eyes, — cheeks, and — hair.

2. Tell what noun each adjective modifies.

LESSON LXXIV

ADJECTIVES (CONTINUED)

1. Notice these sentences :

1. John is lazy.

3. Mary is timid.

2. He is lazy.

4. She is timid.

2. What does *lazy* modify in the first sentence ? In the second ?

3. What does *timid* modify in the third sentence ? In the fourth ?

4. You see that an adjective may modify a pronoun.

DEFINITION: *An adjective is a word used to modify a noun or a pronoun.*

5. Point out the adjectives in these sentences, and tell what each modifies :

1. A lazy boy thinks his lessons are hard.

2. A poor workman thinks his tools are bad.

3. A deep snow fell upon the green grass.

4. We drew cool water from the deep well under the tall trees.

5. She is quiet and studious.

6. He is honest and industrious.

LESSON LXXV

ADJECTIVES (CONTINUED)

1. Point out the adjectives in the following sentences, and tell what each modifies :



R. BEYSLAG

THE PETS

1. He is afraid.
2. She is sorry.
3. I am weary.
4. You are young.
5. They are old.
6. His fingers are nimble.
7. Her eyes are blue.
8. My horse is black.
9. Their faces are kind.
10. Your voice is gentle.

2. What kind of sentences are the ten just given? Change them to interrogative sentences. Now tell what the adjective in each modifies.

LESSON LXXVI

A PICTURE LESSON

Write a story about the pets in the picture.

LESSON LXXVII

EXERCISE IN CLASSIFYING WORDS

Point out all the nouns, pronouns, verbs, and adjectives in these sentences:

1. I read an interesting book.
2. Studious pupils learn long lessons.
3. Rude boys tease little children.
4. John broke his new knife.
5. Great ships cross the deep sea.
6. Frost made the green leaves brown.
7. We help poor people.

8. Ruth took the best apple to the sick child.
9. Henry's mother gave him a new book.
10. We like this lesson.

LESSON LXXVIII

ADJECTIVES IN A SERIES

1. Notice these sentences:
 1. The man is old, blind, and feeble.
 2. Dear, gentle, patient, noble Nell was dead.
 3. Washington was brave, honest, and patriotic.
2. Mention the adjectives that form a series in the first sentence; in the second; in the third.
3. How often is *and* used in each sentence? Where?
4. Notice how the commas are placed.
5. Copy the sentences below, fill the blanks with adjectives, and use commas where they should be used:
 1. John is an ——— and ——— boy.
 2. Henry was ——— and ———.
 3. The flowers look ——— and ———.
 4. ——— and ——— flowers are on the table.
 5. The florist showed us ——— and ——— roses.
 6. On the flag are ——— and ——— stripes.
 7. The feathers in her hat are ——— and ———.
 8. A rabbit is a ——— and ——— animal.
 9. ——— and ——— girls attend this school.

LESSON LXXIX

ADJECTIVES IN A SERIES

1. Write a sentence using the adjectives *gray*, *sorrel*, and *roan* to modify the noun *horses*.
2. Write a sentence using the adjectives *red*, *white*, and *black* to modify the noun *cows*.
3. Write a sentence using the adjectives *tall*, *slender*, and *graceful* to modify the noun *lady*.
4. Write a sentence using the adjectives *long*, *broad*, and *straight* to modify the noun *streets*.
5. Write a sentence using the adjectives *soft*, *low*, and *sweet* to modify the noun *voice*.
6. Write a sentence using the adjectives *gentle*, *kind*, and *patient* to modify the noun *mother*.
7. Write a sentence using the adjectives *tender*, *loving*, and *true* to modify the noun *heart*.
8. Write a sentence using the adjectives *brave*, *honest*, and *manly* to modify the noun *boy*.

LESSON LXXX

A REVIEW

1. When are words said to form a series?
2. What is the rule about the use of *and* in a series?
3. What is the rule for the comma in a series?
4. Write a sentence containing four nouns in a series.
5. Write a sentence containing three verbs in a series.
6. Write a sentence containing three adjectives in a series.

7. What does the subject of a sentence show?
8. What does the predicate of a sentence tell?
9. Write a sentence having two nouns for the subject.
10. Write a sentence having a pronoun for the subject.
11. Would you use *read* or *reads* with a subject meaning one?
With a subject meaning more than one?
12. What are adjectives used for?
13. Write an interrogative sentence containing three adjectives.
14. Write a declarative sentence containing three adjectives.
15. Write an imperative sentence containing three adjectives.

LESSON LXXXI

SENTENCES TO BE WRITTEN

1. Write sentences formed by using a word from the first group, a word or words from the second group, and a word from the third group:

1st group	2nd group	3rd group
air	are	green
trees	is	clear
birds	was	bright
corn	were	fresh
hay	has been	sweet
buds	have been	warm

2. Can you make as many as a hundred twenty sentences as directed above?
3. Do you always remember to begin each sentence with a capital letter, and to put the proper mark at the end?

LESSON LXXXII

CONTRACTIONS

1. Sometimes we make one word out of two.

EXAMPLE: *Is not* may be written *isn't*.

2. You will notice that in the word *isn't*, we leave out the letter *o* and use a little mark to show where the *o* is omitted. The name of this little mark is *Apostrophe*. Spell it and pronounce it.

3. When we put two words into one in this way we call the one word a *Contraction*.

4. Notice these words and their contractions:

has not may be written *hasn't*;
have not may be written *haven't*;
are not may be written *aren't*;
did not may be written *didn't*;
do not may be written *don't*;
does not may be written *doesn't*.

RULE: *Use an apostrophe to show the omission of a letter or letters.*

LESSON LXXXIII

CONTRACTIONS (CONTINUED)

1. Copy the following sentences, using contractions where you can:

1. The sun did not shine.
2. He has not come.
3. The flowers do not look pretty.
4. The boy has not written his lesson.

5. The story was not good.
6. He does not tell pretty stories.
7. I have not read the story.

2. Tell what letter is omitted in each contraction, and tell what mark takes its place.

3. Fill each of these blanks with *doesn't* or *don't*:

1. He —— know his lesson.
2. They —— like to study.
3. She —— study music.
4. I —— enjoy his lectures.

4. Write five sentences, each containing a contraction.
5. Write five sentences, using *doesn't* or *don't* in each.
6. Write five sentences, using *hasn't* or *haven't* in each.

LESSON LXXXIV

SENTENCES TELLING WHAT THINGS HAVE

1. Here is a sentence telling what a hat has:

A hat has a brim, a band, a crown, and a lining.

2. Write a sentence telling what each of the following has:

a tree	a clock	a house
a book	a box	a bucket
a table	a wagon	a gate
a pocket-knife	a desk	a fence

3. Notice about the use of *and* and the comma in a series.

LESSON LXXXV

SENTENCES TELLING HOW THINGS ACT

1. Here is a sentence telling how the horse acts:

The horse walks, trots, paces, and gallops.

2. Write a sentence telling some of the things that each of the following does:

the hog	the duck	the cat	the bear	the carpenter
the frog	the turkey	the deer	the farmer	the blacksmith

LESSON LXXXVI

IS AND ARE

1. Fill the blanks in the following sentences with *is* and *are*:

1. There — a frog in the middle.

2. There — pigs in the pen.

3. There — tacks in the box.

4. There — a pencil on the desk.

5. There — a pencil and a pen on the desk.

6. There — books on the shelf.

7. There — pins in the cushion.

8. There — victuals in the pantry.

9. There — a chicken in the coop.

10. There — a chicken and a duck in the coop.

2. Change the sentences to interrogative sentences.

LESSON LXXXVII

SENTENCES TELLING HOW THINGS ARE ACTED UPON

1. Here is a sentence telling some of the ways in which corn is acted upon:

Corn is husked, shelled, and ground.

2. Write a sentence telling some of the ways in which each of the following is acted upon or used:

cotton	wheat	flowers	cloth	houses
wool	hay	apples	thread	wells

3. Where is *and* used in a series?

4. Where is the comma used in a series?

LESSON LXXXVIII

SENTENCES TELLING WHAT ANIMALS EAT

1. Here is a sentence telling some of the things that the horse eats:

The horse eats corn, hay, oats, and grass.

2. Write a sentence telling some of the things that each of the following eats:

the cow	the dog	the mouse	the rabbit	the fox
the pig	the cat	the wren	the hawk	the lion

LESSON LXXXIX

A PICTURE LESSON

Write a story that this picture suggests to you.



MEYER VON BREMEN

THE PET BIRD

LESSON XC

WAS AND WERE

1. Write again the sentences given in Lesson LXXXVIII, this time filling the blanks with *was* and *were*.
2. Change the sentences you have just written to interrogative sentences.
3. With what kind of letter do you begin a sentence?
4. How do you close a declarative sentence? An interrogative sentence?

LESSON XCI

HAS AND HAVE

1. Fill the blanks in the following sentences with *has* and *have*:
 1. — he a knife?
 2. — you a knife?
 3. — John gone?
 4. — John and Henry gone?
 5. — we any sugar?
2. Change these five sentences to declarative sentences.
3. Fill each of these blanks with *has* or *have*:
 1. A duck — a flat bill.
 2. Geese — webbed feet.
 3. A fish — fins.
 4. The horse — a long mane.
 5. Oxen — cloven hoofs.

6. The beaver — a flat tail.
7. The hare — a divided lip.
8. The eagle — talons.
9. Some snakes — fangs.
10. Snails — shells.

4. Change the last ten sentences to interrogative sentences.

LESSON XCII

HAS AND HAVE

1. Fill each of these blanks with *has* or *have*:

1. The cask — a bung.
2. Boats — oars.
3. Seals — fur.
4. The fork — tines.
5. Knives — blades.
6. The wheel — a tire.
7. Bells — clappers.
8. The hammer — claws.
9. The shoes — heels.
10. The harp — strings.

2. Write these ten sentences in the interrogative form.

3. Change them so as to use *has* where *have* is now used, and *have* where *has* is now used.

LESSON XCIII

USE OF *GROW* AND *GROWS*

1. Use *grow* or *grows* in each of the following blanks:

1. Apples — on trees.
2. The grape — on a vine.
3. Potatoes — in the ground.
4. The rose — on a bush.
5. The dewberry — on a vine.
6. Corn — on a stalk.
7. Wool — on a sheep.
8. Fur — on the beaver.
9. Horns — on the cow's head.
10. Coffee — on a bush.

2. Change these ten sentences to the interrogative form and write them carefully.

LESSON XCIV

USE OF *GROW* AND *GROWS*¹USE OF *IS* AND *ARE*

1. Put *grow* or *grows* in each blank:

1. The lamb — to be a sheep.
2. Kids — to be goats.
3. A gosling — to be a goose.

¹ If desirable, teachers may extend this kind of exercise by substituting other verbs for "grow" and changing the form of the statement to suit.

4. Goslings — to be geese.
5. Colts — to be horses.
6. Fawns — to be deer.
7. The puppy — to be a dog.
8. Puppies — to be dogs.
9. Cubs — to be bears.
10. The pig — to be a hog.

2. Instead of the first sentence above, we might say this:

A young sheep is called a lamb.

Make like changes in the other nine sentences, being careful about the use of *is* and *are*.

LESSON XCV

COMBINING STATEMENTS

1. Sometimes two or more statements may be combined in one.

1. He is going.
2. I am going.
3. You are going.
4. You, he, and I are going.

2. Notice that the 1st, 2nd, and 3rd are combined to form the 4th.

3. Notice, too, that *you* comes first, and *I* or *we* last. This is polite.

4. Combine the statements in each group:

1. I am here.
He is here.

2. You were there.
They were there.

- | | |
|---------------|--------------------|
| I came. | Susan went. |
| 3. Mary came. | 4. You went. |
| John came. | I went. |
| We sang. | I rode. |
| 5. You sang. | 6. Two boys rode. |
| They sang. | Two girls rode. |
| Brother came. | I ran. |
| 7. I came. | 8. The rabbit ran. |
| Sister came. | The dog ran. |

LESSON XCVI

COMBINING STATEMENTS

Combine each group into one statement :

- | | |
|---------------------------------------|--------------------------|
| Lead is a useful metal. | Corn is a grain. |
| 1. Iron is a useful metal. | 2. Wheat is a grain. |
| Gold is a useful metal. | Rye is a grain. |
| Silver is a useful metal. | Rice is a grain. |
| The onion is a vegetable. | The fly is an insect. |
| 3. The potato is a vegetable. | 4. The ant is an insect. |
| The pumpkin is a vegetable. | The bee is an insect. |
| The squash is a vegetable. | The wasp is an insect. |
| The rose is a flower. | The apple is a fruit. |
| 5. The pink is a flower. | 6. The peach is a fruit. |
| The fuchsia is a flower. | The apricot is a fruit. |
| The dahlia is a flower. | The pear is a fruit. |
| The walnut is a nut-bearing tree. | |
| 7. The pecan is a nut-bearing tree. | |
| The hickory is a nut-bearing tree. | |
| The cocoa palm is a nut-bearing tree. | |

- Daniel Webster was a statesman.
8. Henry Clay was a statesman.
John C. Calhoun was a statesman.
George Washington was a great general.
9. Ulysses S. Grant was a great general.
Robert E. Lee was a great general.
Bryant was an American poet.
10. Longfellow was an American poet.
Whittier was an American poet.

LESSON XC VII

CLASSIFYING WORDS

Point out the nouns, the pronouns, the verbs, and the adjectives in these sentences :

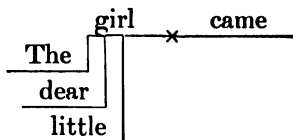
1. A gentle boy will make a gentleman.
2. A brave boy is kind to smaller boys.
3. We admire generous people.
4. Speak kindly to the weak.
5. Some pupils write neat exercises.
6. Beautiful green leaves grow in the warm spring days.
7. Ben was a bright boy.
8. He studied his lessons.
9. He became a useful man.
10. Every person honored him.
11. A stitch in time saves nine.
12. Little strokes fell great oaks.

LESSON XCVIII

DIAGRAMMING

1. Notice how this sentence is diagrammed:

The dear little girl came.



2. *Girl* is the subject noun, and the verb *came* is the predicate verb. The adjectives *the*, *dear*, and *little* modify the noun *girl*. Notice how they are placed in the diagram. The subject of the sentence is "The dear little girl"; the predicate is "came."¹

3. Diagram these sentences:

1. Two ripe peaches fell.
2. Those large bears growl.
3. Two bad boys fought.
4. Five timid girls cried.
5. Two sad mothers wept.

LESSON XCIX

QUOTATIONS

1. When we use the exact words that another person has spoken or written, we say we *quote* those words.

EXAMPLE: John said, "This is my book."

¹ Let pupils note difference between *the subject*; as, "The dear little girl," and *the subject noun*; as, "girl."

Here we *quote* four words that John had spoken. What four?

2. The *words quoted* form a *Quotation*.

3. The marks (" ") used to inclose a quotation are called *Quotation Marks*.

4. Point out the quotations in these sentences:

1. Mary said, "Mamma, may I go?"

2. "Yes, my dear," said her mother.

3. "May I stay two hours?" said Mary.

4. "Not more than one, darling," replied her mother.

5. "Very well, Mamma; I shall return in one hour," said Mary.

LESSON C

QUOTATIONS

See if you can put quotation marks where they should be:

1. John said, Come, Henry, let 's go to the creek.

2. Henry replied, No, John, I have to carry in some stove wood.

3. John said, I will help you carry in the wood. Then will you go?

4. Henry replied, Yes, if Mamma will let me.

5. John then said, Go and ask her now.

6. In a moment Henry came running back and said, Mamma says I may go as soon as we get the wood carried in.

7. All right. We will soon carry in the wood. Then we shall have a jolly time at the creek, said Henry.

LESSON CI

QUOTATIONS

1. Notice that in the sentences given in the last lesson, the quotation is cut off from the rest of the sentence by a comma.

2. Supply commas and quotation marks in these sentences:

1. Susan said Mary lend me your book.¹
2. John said I will do the work.¹
3. Henry said William is a good boy.¹
4. Please lend me the knife James said William.
5. You may keep it till to-morrow if you wish said James.
6. Thank you. I shall be glad to do so said William.

LESSON CII

A GENERAL REVIEW

1. What is a sentence?
2. What is a declarative sentence?
3. What is an interrogative sentence?
4. What is an imperative sentence?
5. What is the subject of a sentence?

¹ Punctuate in two ways. Note difference in meaning.

6. What is the predicate of a sentence?
7. What is a noun?
8. Tell how we change nouns to make them mean more than one.
9. What is a pronoun?
10. What is an adjective?
11. What is a verb?
12. When do we use *is? are? was? were? have? has?*
13. What is a contraction? Give an example. What mark shows that a letter or letters have been omitted?
14. What is a quotation? What marks are used to inclose a quotation? Make them.
15. Give rules for the use of capital letters.
16. Give rules for the use of the period.
17. Give rules for the use of the comma.
18. When are words said to form a series?
19. Tell about the use of *and* in a series.
20. Tell about the use of the comma in a series.
21. Diagram these sentences:
 1. Girls sing.
 2. Happy girls sing.
 3. Happy girls and boys sing.
 4. Happy girls and boys sing and play.
22. Point out the subject and the predicate in each.

PART TWO

LESSON I

STATEMENTS AND QUESTIONS

1. Tell which of the following groups of words tell or state something, which ask something, and which do neither:

1. A pretty bird sitting on a limb.
2. I saw a rainbow in the sky.
3. Where do the little birds live in winter?
4. Green grass growing everywhere.
5. Soft grass grows upon the lawn.
6. Long moss clings to the boughs.
7. Where do the pansies grow?

DEFINITION: *A group of words that tell or state something is called a statement.*

DEFINITION: *A group of words that ask something is called a question.*

RULE: *A statement should begin with a capital letter and be followed by a period.*

RULE: *A question should begin with a capital letter and be followed by an interrogation point.*

2. Write a statement about: houses, wagons, cars, ships.
3. Write a question about: sugar, tea, candy, a biscuit.

LESSON II .

STATEMENTS, QUESTIONS, AND COMMANDS

1. Tell which of these make statements, which ask questions, and which express requests or orders:

1. Water sparkles in the moonlight.
2. Be kind to all helpless creatures.
3. Who taught the birds to sing?
4. The bird was sitting by its nest.
5. Do not harm the little birds.
6. Dewdrops hung upon the flowers.
7. Try to make your parents happy.
8. Who is your best friend?

DEFINITION: *A group of words that express an order or a request is called a command.*

RULE: *A command should begin with a capital letter and be followed by a period.*

DEFINITION: *A sentence is a group of words expressing a statement, a question, or a command.*

2. A DECLARATIVE SENTENCE makes a statement.
3. AN INTERROGATIVE SENTENCE asks a question.
4. AN IMPERATIVE SENTENCE expresses a command.

LESSON III

CLASSES OF SENTENCES

1. Tell whether each of the following sentences is declarative, interrogative, or imperative:

1. Oranges grow in Florida.
 2. Put the hat upon the table.
 3. Who gathered the pears?
 4. Nelly broke her needle.
 5. Do not step on the needle.
 6. Keep the needle in the case.
 7. Who left it on the floor?
 8. A birch tree has smooth bark.
 9. Have you read that magazine?
2. Write three declarative sentences.
 3. Write three interrogative sentences.
 4. Write three imperative sentences.

LESSON IV

NOUNS—SINGULAR AND PLURAL

DEFINITION: *A noun is a name of a person, place, or thing.*

EXAMPLES: William, Atlanta, book.

1. Write two nouns that are the names of persons; two that are the names of places; two that are the names of things.

2. A noun that names but one object is said to be in the *singular* number; as, *boy*.

3. A noun that means more than one is said to be in the *plural* number; as, *boys*.

RULE: *Most nouns are changed from the singular number to the plural number by adding s.*

4. Write the plural of these nouns:

book dog cat fan hat

5. Write the singular of these nouns:

toys pigs pens kittens hands

6. Write a declarative sentence containing the plural of each of these:

pin paper fence chair table

7. Write an interrogative sentence containing the singular of each of these:

houses trees limbs buckets pans

LESSON V

NOUNS—SINGULAR AND PLURAL

RULE: *Nouns ending in ch (soft), sh, s, x, or z, add es to form the plural.*

1. Write a sentence containing the plural of each of these:

box church bush dress adz

2. Write a sentence containing the singular of each of these nouns:

topazes presses inches axes sashes kisses

RULE: *Nouns ending in y following a vowel form the plural by adding s; other nouns ending in y change y into ies to form the plural.*

3. Following the rule just given, spell the plurals of these:¹

day	tory	boy	bay	ally
key	valley	chimney	cry	alley
toy	fly	folly	way	story
pony	kitty	enemy	turkey	monkey

LESSON VI

NOUNS—SINGULAR AND PLURAL

RULE: *Some nouns ending in f or fe form the plural by changing f or fe into ves.*

1. Following the rule just given, write the plurals of these nouns:

life knife leaf self

2. Write declarative sentences containing the plurals of these nouns:

wolf thief beef wife calf sheaf leaf shelf loaf

3. Some nouns form their plural irregularly; as, *man, men; ox, oxen.*

4. Write sentences containing the plurals of these nouns:

mouse goose woman tooth foot child

¹ One purpose in this exercise is to give experience in applying a general rule. To accomplish this purpose, the pupil should in each case carefully consider whether the word comes under the first or the second part of the rule, and then spell the plural.

5. A few nouns have the same form in the plural as in the singular; as, *sheep, deer, trout*.
6. Write sentences using *sheep, deer, and trout* in the singular.
7. Write sentences using *sheep, deer, and trout* in the plural.

LESSON VII

NOUNS—SINGULAR AND PLURAL

1. Write declarative sentences, using the plural forms of these nouns:

pencil	cupful	ditch	watch	wolf
calf	lily	daisy	donkey	foot

2. Write interrogative sentences, using the plural forms of these nouns:

clock	spoonful	breeze	match	knife
leaf	cherry	army	chimney	ox

3. Write ten nouns, not already given, that form their plurals by adding *s* to the singular.

4. Write ten nouns, not already given, that form their plurals by adding *es* to the singular.

5. Make a list of all the nouns you can think of that, ending in *y*, change *y* into *ies* to form the plural.

6. Write all the nouns you can that, ending in *y*, form the plural by adding *s*.

7. Make a list of nouns that form their plural by changing *f* or *fe* into *ves*.

8. Make a list of nouns that have irregular plurals.

NOTE: Teachers should be furnished with complete lists.

LESSON VIII

A PICTURE LESSON

Write a story, telling (1) who the people in the picture are, (2) where they are, and (3) what they are doing.

LESSON IX

NOUNS—COMMON AND PROPER

1. Notice these sentences:

1. A dog ran through the gate.
2. Fido ran through the gate.
3. A boy has lost his ball.
4. John has lost his ball.
5. The city was injured by the storm.
6. Galveston was injured by the storm.

2. Notice that Fido is the name of one particular dog; that John is the name of one particular boy; and that Galveston is the name of one particular city. When we wish to refer to any dog, we say "a dog"; but when we mean a particular dog, we use his own name, as Fido.¹

DEFINITION: *A name that may refer to any one of a class of objects is called a common noun.*

DEFINITION: *A name that is applied to one particular person, place, or thing is called a proper noun.*

¹ The teacher will of course continue this exercise till pupils understand the difference between individual names and class names—*understand*, not *memorize*.



JULIEN DUPRÉ

THE BALLOON

3. Point out the common nouns and the proper nouns in this list:

girl	George	Columbia	woman
Jane	boy	city	Mrs. Cleveland
Susan	William	Chicago	Little Rock
pupil	man	street	river
Henry	town	Ross Avenue	Rio Grande

RULE: *Common nouns begin with small letters, and proper nouns begin with capital letters.*

4. Write five common nouns and five proper nouns.

LESSON X

PROPER NOUNS

1. Write a proper noun that is the name of a boy.
2. Write a proper noun that is the name of a girl.
3. Write a proper noun that is the name of a man.
4. Write a proper noun that is the name of a woman.
5. Write a proper noun that is the name of a city.
6. Write a proper noun that is the name of a county.
7. Write a proper noun that is the name of a state.
8. Write a proper noun that is the name of a river.
9. Write a proper noun that is the name of a lake.
10. Write a proper noun that is the name of a mountain.
11. Write a proper noun that is the name of a dog.
12. Write a proper noun that is the name of a cat.
13. Write a proper noun that is the name of a horse.
14. With what kind of letter do you begin a proper noun?

LESSON XI

COMMON AND PROPER NOUNS

1. The name of a month is a proper noun. Write the names of the months.

2. The name of a day of the week is a proper noun. Write the names of the days of the week.

3. With what kind of letter do you begin the name of a month or of a day of the week?

4. The names of the seasons are treated as common nouns. Write the names of the four seasons.

5. Such words as *uncle* and *aunt* are usually common nouns, but, when used with a proper noun, begin with capital letters.

EXAMPLES: 1. I live with Uncle John.

2. I have been to see Aunt Jane.

6. Such words as *river*, *street*, *mountain*, etc., are usually common nouns, but begin with capital letters when used in connection with proper names.

EXAMPLES: 1. We crossed Red River in a boat.

2. We saw him on Main Street.

3. The tops of the Rocky Mountains are covered with snow.

4. He lives near Lake Erie.

5. On the Atlantic Ocean the waves run high.

7. In the five sentences just given, point out the five nouns that come under the rule stated in 6.

LESSON XII

COMMON AND PROPER NOUNS

1. Write a declarative sentence containing a proper noun and a common noun.
2. Write an interrogative sentence containing a proper noun and a common noun.
3. Write an imperative sentence containing a proper noun and a common noun.
4. Point out the nouns in the sentences you have written.
5. Write five sentences, each containing a noun, ordinarily common, that begins with a capital letter because it is connected with a proper name.
6. Write the names of five individual persons, and the names of five classes of persons.
7. Write the names of four individual places, and the names of four classes of places.
8. Write the names of three individual things, and the names of three classes of things.

LESSON XIII

SURNAMES AND GIVEN NAMES

1. The name that belongs to all members of a family is called the family name, or the *Surname*.
2. The name given to a child by its parents to distinguish it from other members of the family is called the given name.

3. Copy the following names, and draw one line under each given name and two lines under each surname:

1. Edgar Allan Poe.
2. William Ewart Gladstone.
3. James Russell Lowell.
4. James Abram Garfield.
5. Henry Woodfin Grady.
6. William Cullen Bryant.

4. Write the full names of ten different persons, underlining them as in 3.

RULE: *Each part of a proper name begins with a capital letter.*

LESSON XIV

INITIALS AND ABBREVIATIONS

1. The word *initial* means *first*. The first letter of a name is called an initial letter, or an *initial*.

2. It is usual to write only the initials of given names.

EXAMPLE: The name of David Bennett Hill may be written D. B. Hill.

RULE: *An initial should be a capital letter, followed by a period.*

3. Copy again the names in 3 and 4 of Lesson XIII, this time writing the initials of the given names.

4. Some long words that are often used are frequently written in a shortened or abbreviated form. Thus, *January* is often written *Jan.*

5. This short form is called an *Abbreviation*.

RULE: *Most abbreviations begin with capital letters. A period is placed after every abbreviation.*

6. Write in a column the full names of the months and the days of the week, and place opposite each its abbreviation.

7. Learn these abbreviations:

A.M., Forenoon.	M.C., Member of Congress.
P.M., Afternoon.	U.S., United States.
M., Noon.	Mr., Mister.
Dr., Doctor.	Mrs., Mistress. ¹
Rev., Reverend.	St., Street.
Prof., Professor.	Av. or Ave., Avenue.
Supt., Superintendent.	P.O., Post Office.
M.D., Doctor of Medicine.	Co., Company or County.
D.D., Doctor of Divinity.	Mt., Mountain.
Gov., Governor.	No., Number.
Pres., President.	N.A., North America.
V. Pres., Vice-President.	Jr., Junior.
Sec., Secretary.	Sr., Senior.
Col., Colonel.	P.S., Postscript.
Gen., General.	p., page.
Hon., Honorable.	

8. Learn the abbreviations for the names of the States.

¹ Pronounced *Missiz*.

LESSON XV

CONTRACTIONS

1. Sometimes we shorten or *contract* a word, or form one word from two, by omitting some of the letters.

EXAMPLE: *Is not* may be written *isn't*.

Isn't is called a *contraction*, and the little mark used to show where a letter is omitted is called an *apostrophe*.

2. Learn these contractions:

aren't, are not;

isn't, is not;

doesn't, does not;

hasn't, has not;

don't, do not;

haven't, have not;

it's or *'tis*, it is;

'tisn't, it is not;

can't, can not;

sha'n't, shall not;

she'll, she will;

couldn't, could not;

wouldn't, would not;

weren't, were not;

wasn't, was not;

I'll, I will;

he's, he is;

she's, she is;

you'll, you will;

mayn't, may not;

he'll, he will;

hadn't, had not.

3. There are no words from which we can form "aint" and "haint." We should not use these forms.

4. Write sentences using the contractions given in 2. Be careful in the use of the apostrophe.

LESSON XVI

A REVIEW

1. What is a sentence?

2. What is a declarative sentence?

3. What is an interrogative sentence?
4. What is an imperative sentence?
5. With what kind of letter does a sentence begin?
6. What mark is put at the end of a declarative sentence? An interrogative sentence? An imperative sentence?
7. Write a declarative sentence; an interrogative sentence; an imperative sentence.
8. What is a proper noun?
9. Write a proper noun that is the name of a person; of a place; of a thing.
10. What is a common noun?
11. Write a common noun that is the name of a person; of a place; of a thing.
12. When is a noun said to be singular? When plural?
13. Write the singular and the plural of five nouns that form their plurals in different ways.
14. Write the names of five persons, drawing one line under the given names and two lines under the surnames.
15. Write the same names again, this time writing only the initials of the given names.
16. Write five sentences, each containing an abbreviation.
17. Write five sentences, each containing a contraction.
18. How is an abbreviation written?
19. What little mark is used in a contraction? For what is it used?
20. Write your own name and address.
21. Write a five-line letter to a schoolmate, with proper date line and signature.

LESSON XVII

A GIRL'S LETTER

Plano, Tex., Nov. 10, 1904.

Messrs. D. C. Heath & Co.,
Boston, Mass.

Gentlemen :

I inclose herewith a postal money order for one dollar and ninety-five cents, for which kindly mail to my address the five volumes of Pratt's "America's Story for America's Children."

Yours truly,
OLA HORN.

NOTES TO TEACHER :

1. Have pupils copy in neat form the foregoing letter.
2. Call attention of pupils to the fact that a letter is made up of these five parts :
 - a. The *heading*, which shows where and when the letter is written.
 - b. The *address*, which gives the name, title, and place of residence or business of the person to whom the letter is written.
 - c. The *salutation*, which consists of some appropriate word or words of respect or affection.
 - d. The *body of the letter*, which contains the message to be communicated.
 - e. The *conclusion*, which consists of some appropriate word or words of respect or affection and the signature of the writer.
3. See that pupils learn the correct form of each of these five parts, including position on page, punctuation, and use of capitals.
4. In a business letter, the address is usually placed before the salutation ; in a letter of friendship, the address is often placed after, and to the left of, the conclusion, or is omitted entirely.
5. The *superscription* is the address written upon the envelope.

LESSON XVIII

FORMS TO BE LEARNED

Copy and observe carefully these forms:

(1)

Atlanta, Georgia,
August 5, 1905.

Prof. H. M. Butler,
Newport, Ky.

Dear Sir:—

(2)

510 Washington Ave.,
St. Louis, Mo.,
Feb. 15, 1904.

Rev. E. J. McKrosky, D.D.,
Portland, Oregon.

My dear Sir:—

(3)

Aiken, S.C., May 5, 1906.

My dear Friend,—

(4)

Gilman, Marshall Co., Ia.,
November 21, 1903.

Col. J. H. Smith,
Finley, Scott Co., Ind.

Dear Sir:

(5)

Your sincere friend,
Mary Kimbrough.

(6)

Sincerely yours,
J. R. Curl.

(7)

Your loving daughter,
Katherine Campbell.

(8)

Very respectfully,
M. M. Crane.

NOTE TO TEACHER: Have pupils state which one of the five parts of the letter is represented by each of the foregoing. Write additional forms upon the board and have them copied till pupils become familiar with the forms.

LESSON XIX

LETTER WRITING

Suppose that you are visiting a friend at a distance, and write a letter to some member of your family.

NOTE TO TEACHER: Extend and vary this exercise to meet the needs of your class. Show pupils how to fold a letter, how to write the superscription, where to place the stamp on the envelope, etc.

See "Suggestions to Teachers," page 12.

LESSON XX

SUBJECT AND PREDICATE

1. Notice that each of these sentences has two parts :

1. Poets write.

2. Orators speak.

2. One part of a sentence names the person, place, or thing of which we speak, and is called the *subject*.

3. One part of the sentence tells what we think or say of the person or thing named by the subject, and is called the *predicate*.

4. Point out the subject and the predicate of each of the sentences given under 1.¹

5. Point out the subject and the predicate in each of these sentences:

1. Soldiers march.

2. Horses snort.

3. Snow melts.

4. Carpenters labor.

5. Rain falls.

6. Grass grows.

7. Flowers bloom.

8. Children play games.

9. Pupils study lessons.

¹ No attempt is here made to give rigid definitions. At this stage of advancement pupils should get a working knowledge of these terms. This is needed, and is important. Technically correct definitions should come later. But pupils should now have ample drill in the recognition of the parts of the sentence.

LESSON XXI

VERBS—DIAGRAMS¹

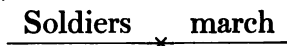
1. Look again at the nine sentences given at the close of Lesson XX. The word "march" tells what the soldiers do. The word "melts" asserts something of the snow. The word "labor" states what the carpenters do. Such words are called *verbs*.

DEFINITION: *A word that asserts, tells, or states is called a verb.*

- 2. Point out all the verbs in the nine sentences given.**

DEFINITION: *The predicate of a sentence is a verb, or contains a verb.*

3. The first of the nine sentences may be diagrammed thus:



- 4. Diagram the other eight sentences.**

LESSON XXII

SUBJECTS AND VERBS AGREE

- 1. Notice these sentences:**

1. The boy writes.
2. The boys write.
3. The girl sings.
4. The girls sing.

- 2. Notice that we use writes or sings with a singular subject, and**

¹See Uses of Diagram and Abuses of Diagram under "Suggestions to Teachers."

that the verb drops the *s* when the subject is plural. We should not say, The boy write; or, The boys writes.

3. Write correct statements, using the following nouns and verbs. Use each word once, and no more than once:

The man	The bees	crawl	howls
The men	The worm	crawls	run
The horse	The worms	caw	runs
The horses	The wolf	caws	fly
The bird	The wolves	toil	flies
The birds	The rook	toils	hum
The bee	The rooks	howl	hums

Note that a certain form of the verb is used with a singular subject, and a certain form with a plural subject. This is what is meant when it is said that *a verb must agree with its subject*.

LESSON XXIII

SUBJECTS AND VERBS AGREE

1. Notice these sentences:

1. The boy *is* honest.
2. The boys *are* honest.
3. The boy *was* honest.
4. The boys *were* honest.
5. The boy *has* been honest.
6. The boys *have* been honest.

2. Notice that when the subject is singular we use *is*, *was*, and *has*; and when the subject is plural we use *are*, *were*, and *have*.

3. The verbs *is*, *was*, and *has* are singular; the verbs *are*, *were*, and *have* are plural.

RULE: *A verb has the same number as its subject.*

4. Fill these blanks with *is* and *are*:

1. A bird — in the tree.
2. Three birds — in the tree.
3. A man — in the room.
4. A man and a boy — in the room.
5. The cherry — on the tree.
6. The cherries — on the tree.
7. The stones — in the street.
8. The stone — in the street.

5. Fill the blanks now with *was* and *were*.

6. Now fill them with *has been* and *have been*.

LESSON XXIV

VERBS AGREE WITH THEIR SUBJECTS

1. Fill these blanks with *come* and *comes*:

1. The boy — to school alone.
2. The girl — to school alone.
3. The boy and the girl — to school together.
4. Here — the boy.
5. Here — the girl.
6. Here — the boy and the girl.

2. Fill these blanks with *go* and *goes*:

1. There — the man.
2. There — the men.
3. The man — alone.
4. The boy — alone.
5. The boy and man — together.
6. There — William.
7. There — Mary.
8. There — William and Mary.

3. Notice these sentences:

- | | |
|-----------------|----------------|
| 1. I write. | 6. You write. |
| 2. He writes. | 7. We write. |
| 3. She writes. | 8. They write. |
| 4. John writes. | 9. One writes. |
| 5. Mary writes. | 10. Two write. |

4. You see that the *s-form*¹ of the verb is used with every singular subject except *I*, and the name-form is used with *I* and all plural subjects.

LESSON XXV

KINDS OF VERBS

1. We have seen that a verb is used to state, or to assert, or to tell, or to ask something about the subject.

¹ Some authors call "write" the "name-form" and "writes" the "*s-form*." These terms may help pupils in this grade in distinguishing singular and plural verbs. The *s-form* is singular.

2. A verb sometimes asserts *action*, as in these sentences:

- | | |
|---------------------------|-----------------------|
| 1. Children <i>walk</i> . | 3. Fish <i>swim</i> . |
| 2. Birds <i>fly</i> . | 4. Foxes <i>run</i> . |

Note that each of these verbs expresses *action*.¹ Each tells what its subject *does*.

3. A verb sometimes asserts *being* or *existence*, as in these sentences:

- | | |
|--------------------------|----------------------------|
| 1. God <i>is</i> . | 3. Time <i>was</i> . |
| 2. People <i>exist</i> . | 4. There <i>was</i> light. |

Notice that the verbs in these sentences assert mere *being*, or *existence*.¹

4. A verb sometimes asserts *state of being* or *condition*, as in these sentences:

1. The baby *sleeps*.
2. The man *rests*.
3. The house *stands* on a rock.
4. Snow *lies* on the ground.

Each of these verbs asserts a state of being or a condition.¹

5. Study these sentences:

- | | |
|----------------------------|----------------------------------|
| 1. The boy <i>is</i> good. | 2. Those ladies <i>are</i> kind. |
|----------------------------|----------------------------------|

In each of these sentences the verb asserts of its subject a quality expressed in the following word.¹

¹Oral drill is necessary to make these distinctions clear to pupils. There is nothing here given that is to be committed to memory. The purpose is to get the pupils to observe and understand these functions of the verb. In this case oral work is essential.

6. Point out the verbs in these sentences, and tell what each asserts:

- | | |
|---------------------|-------------------|
| 1. Squirrels climb. | 6. Columns stand. |
| 2. People live. | 7. Hens sit. |
| 3. James is sick. | 8. Boys run. |
| 4. Iron is useful. | 9. Mules kick. |
| 5. Souls exist. | 10. Snow melts. |

7. Write sentences containing the different kinds of verbs.

LESSON XXVI

A PICTURE LESSON

Write a story for the picture on the next page.

Read Longfellow's poem "The Village Blacksmith" before writing the story.

LESSON XXVII

VERBS AND OBJECTS

1. Notice that sometimes a verb that expresses action needs a word after it to complete the meaning. Examples:

1. Horses eat —.
2. Hail destroyed —.

These statements are not finished. When completed they will be:

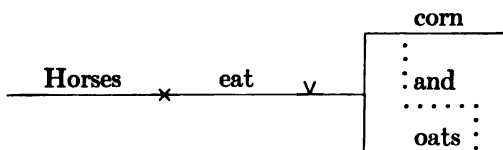
1. Horses eat *corn*.
2. Hail destroyed *crops*.



HERRING

THE VILLAGE BLACKSMITH

6. A sentence in which the verb has two objects may be diagrammed thus:



7. Write three sentences with two objects after each verb.

8. Diagram the three sentences you have written.

9. Point out the subjects, the predicates, and the objects in your sentences.

LESSON XXIX

ADJECTIVES

1. A word used to modify a noun is an *adjective*.

2. Point out the adjectives in these sentences, and state what each modifies.

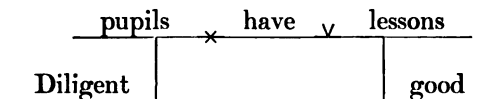
1. Diligent pupils have good lessons.

2. The old man wore a black coat.

3. Longfellow wrote beautiful poetry.

4. The industrious farmer gathers the ripe grain.

3. The first of these sentences may be diagrammed thus:



4. Diagram the other three sentences.

5. Write three sentences containing adjectives modifying the subject and the object in each.

6. Diagram the sentences.
7. *A, an, and the* are adjectives. They are often called *articles*.
8. Point out the subject¹ and the predicate in each sentence given under 2, and mention the modifiers.

LESSON XXX

ADJECTIVES IN THE PREDICATE

(Review Lesson XXVI before beginning this lesson.)

1. Notice that this sentence does not seem to be complete:

John is —.

When completed it will be:

John is *honest*.

2. The word "honest" is used to complete the assertion. "Honest" modifies the subject "John." An adjective so used is called a *predicate adjective*.

3. Complete these sentences by filling blanks with predicate adjectives:

1. These men are —.
2. Those people were —.
3. Some pupils are —.
4. Two boys were —.

4. Write five sentences containing predicate adjectives. Under-score the predicate adjectives.

¹ "Diligent pupils" is the subject of the first sentence; "pupils" is the subject noun, modified by the adjective "diligent." "Have good lessons" is the predicate; "have" is the predicate verb; the object is "lessons," modified by the adjective "good."

5. The sentence in 1 may be diagramed thus:

John × is + honest

6. Diagram the sentences under 3 in their complete form.

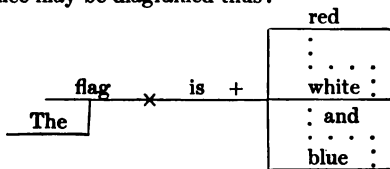
LESSON XXXI

DIAGRAMING

Diagram these sentences:

1. That old lady sells beautiful flowers.
2. Those geraniums are fragrant.
3. These pinks emit a fragrant odor.
4. The old man tells sad stories.
5. That tree bears sweet apples.
6. Horses and cows eat grain and grass.
7. Boys and girls read good books.
8. The well furnishes cool water.
9. The flag is red, white, and blue.¹
10. These children are kind and good.
11. The bird sings a sweet song.
12. Washington was brave and patriotic.

¹ The 9th sentence may be diagramed thus:



LESSON XXXII

A REVIEW

1. What two parts must each sentence have? Define each of these parts.
2. Which part of a sentence is a verb or contains a verb? The subject is usually what?
3. What does a verb do?
4. Tell the different things that a verb may assert.
5. Explain how verbs agree with their subjects. Give examples.
6. Write and diagram a sentence containing a verb having an object.
7. Write and diagram a sentence containing a predicate adjective.
8. Write and diagram a sentence containing a verb with two objects.
9. Write and diagram a sentence having two nouns for its subject.
10. Write and diagram a sentence having two predicate adjectives.

LESSON XXXIII

NO, NOT, NEVER

1. Notice how *no*, *not*, or *never* changes the meaning of a sentence:
1. I have money.
 2. I have *no* money.
 3. I have received a letter.
 4. I have *not* received a letter.

5. I have seen a zebra.

6. I have *never* seen a zebra.

2. Note that *no* makes the second sentence deny what is said in the first. *Not* and *never* have the same effect.

3. *No*, *not*, and *never* are denying words, negative words, or simply *negatives*.

4. Write sentences that will deny these statements:

1. I saw two elephants on a see-saw.

2. They knew how to teeter.

3. The people laughed.

4. Some dogs are trained to dance.

5. A pony will learn to do funny tricks.

6. I like to see the dog and pony show.

7. My dog is named Zip.

8. Zip likes to be petted.

9. He knows my voice.

10. He meets me when I go home.

5. Write five sentences containing negatives.

LESSON XXXIV

WRITING AND DIAGRAMING SENTENCES

1. Write a sentence having but two words in it, a subject and a predicate.

2. Write a sentence having two subject nouns connected by *and*, and one predicate.

3. Write a sentence having one subject, and two predicate verbs connected by *and*.
4. Write a sentence having one subject, one predicate, and one object.
5. Write a sentence having one subject, one predicate, and two objects connected by *and*.
6. Write a sentence having a subject, a predicate, and a predicate adjective.
7. Write a sentence having a subject modified by one or more adjectives.
8. Write a sentence having an object modified by one or more adjectives.
9. Diagram the eight sentences you have written.
10. Point out the subjects, the predicates, the objects, and the predicate adjectives.

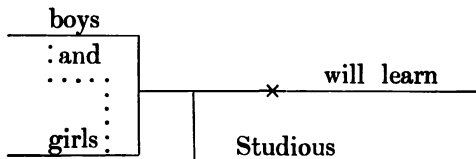
LESSON XXXV

WRITING AND DIAGRAMING SENTENCES

1. Here is a sentence with two subject nouns modified by the same adjective:

a. Studious boys and girls will learn.

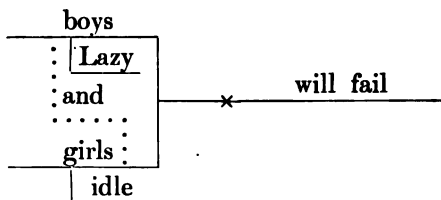
It may be diagramed thus:



2. Here is a sentence with two subject nouns modified by different adjectives:

b. Lazy boys and idle girls will fail.

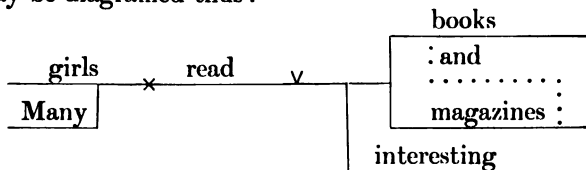
It may be diagramed thus:



3. Here is a sentence with two objects modified by the same adjective:

c. Many girls read interesting books and magazines.

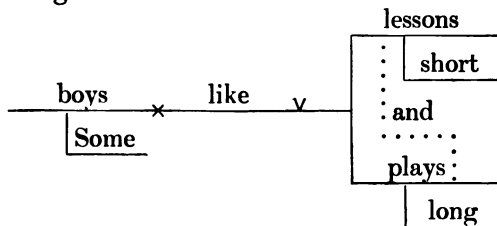
It may be diagramed thus:



4. Here is a sentence having two objects modified by different adjectives:

d. Some boys like short lessons and long plays.

It may be diagramed thus:



LESSON XXXVI

WRITING AND DIAGRAMING SENTENCES

1. Write a sentence having two subject nouns modified by the same adjective.
2. Write a sentence having two subject nouns modified by different adjectives.
3. Write a sentence having two objects modified by the same adjective.
4. Write a sentence having two objects modified by different adjectives.
5. Diagram the four sentences that you have written.
6. Point out the subjects, objects, and adjectives.

LESSON XXXVII

WRITING AND DIAGRAMING SENTENCES

1. Write and diagram a sentence with one subject and two predicate adjectives.
2. Write and diagram a sentence with two subject nouns and two predicate adjectives.
3. Write and diagram a sentence with two subject nouns and two objects.
4. Write and diagram a sentence with a subject modified by two adjectives and an object modified by two adjectives.
5. Write and diagram a sentence with two subject nouns modified by the same adjective and two objects modified by different adjectives.

NOTE: Observe carefully the diagrams on page 127.

LESSON XXXVIII

PRONOUNS

1. Notice these two sentences :

1. Henry forgot Henry's book and asked the teacher to lend Henry the teacher's book.

2. Henry forgot his book and asked the teacher to lend him hers.

2. Point out the words in the second sentence that take the place of nouns in the first.

DEFINITION: *A word that takes the place of a noun is called a pronoun.*

3. Point out the pronouns in these sentences and tell what noun each takes the place of :

1. I saw John riding his pony.

2. We should improve our time.

3. Susan has prepared her lesson.

4. You should prepare your lesson.

5. Washington and Jefferson loved their country.

6. I saw Mary and Martha leave, and then I saw them return.

LESSON XXXIX

PRONOUNS AS SUBJECTS AND OBJECTS

1. Notice which pronouns are used as subjects, and which are used as objects in the following sentences:

- | | |
|-----------------|-------------------|
| 1. I saw him. | 6. You saw her. |
| 2. He saw me. | 7. He saw it. |
| 3. We saw them. | 8. It saw him. |
| 4. They saw us. | 9. Who saw me? |
| 5. She saw you. | 10. You saw whom? |

2. Note that these pronouns are used as subjects of sentences: *I, we, you, he, she, it, they, and who.*¹ These pronouns are said to be in the *nominative form* or *nominative case*.

3. The following pronouns are used as objects of verbs: *me, us, you, him, her, it, them, and whom.* These pronouns are said to be in the *objective form* or *objective case*.

4. Fill the blanks with pronouns:

1. — and — are good friends.
2. — and — visited — and —.
3. — called —?
4. — did — call?

RULE: *A pronoun used as the subject of a sentence must be in the nominative case.*

RULE: *A pronoun used as the object must be in the objective case.*

¹ These seven are the only words in our language that have one form for the nominative and another for the objective: *I, me; we, us; he, him; she, her; they, them; thou, thee; who, whom.*

LESSON XL

PRONOUNS AS SUBJECT AND OBJECT

1. Write five sentences having two pronouns as the subject of each.

2. Write five sentences having two pronouns as the object in each.

3. A noun and a pronoun may be used either as the subject or the object of a verb. EXAMPLES :

1. John and I sawed the wood.

2. The teacher called Mary and me.

4. Write five sentences having a noun and a pronoun as the subject of each.

5. Write five sentences having a noun and a pronoun as the object in each.

6. It is polite to say *you and I* or *you and me*, not *I and you* or *me and you*, and to say *he and I*, not *I and he*, etc. The person spoken to should be mentioned first; the person spoken of, next; and the person speaking, last.

LESSON XLI

VERBS AND PRONOUNS

1. Notice what verbs are used with the different pronouns in these sentences:

1. I am here.

4. We are here.

2. I was here.

5. We were here.

3. I have been here.

6. We have been here.

- | | |
|-----------------------|--------------------------|
| 7. She is here. | 15. You have been here. |
| 8. She was here. | 16. It is here. |
| 9. She has been here. | 17. It was here. |
| 10. He is here. | 18. It has been here. |
| 11. He was here. | 19. They are here. |
| 12. He has been here. | 20. They were here. |
| 13. You are here. | 21. They have been here. |
| 14. You were here. | |

2. It is wrong to say: You *was* here; or, They *was* here.

3. Write twenty-one sentences showing use of verb forms with pronouns.

LESSON XLII

PRONOUNS—SINGULAR AND PLURAL

1. These pronouns are always singular in number :

I, me, my, he, his, him, she, hers, her, it, and its.

2. These pronouns are always plural in number:

We, our, us, you,¹ they, their, theirs, and them.

3. *Who, whose, whom, your, and yours* are either singular or plural.

4. Fill these blanks with *was* and *were*:

- | | |
|----------------|------------------------|
| 1. I — there. | 4. He and I — there. |
| 2. We — there. | 5. She — there. |
| 3. He — there. | 6. She and he — there. |

¹ This pronoun may represent one or more than one, but it requires a plural verb.

7. You — there. 12. He and we — there.
8. You and I — there. 13. You and we — there.
9. You and he — there. 14. They and we — there.
10. They — there. 15. They and I — there.
11. You and they — there.

LESSON XLIII

PRONOUNS AS SUBJECTS

(Read again 2 and the rules, Lesson XXXIX.)

1. Fill the blanks with pronouns, not using the same three pronouns¹ in any two sentences:

- | | |
|----------------------|-----------------------|
| 1. —, —, and — went. | 9. —, —, and — went. |
| 2. —, —, and — went. | 10. —, —, and — went. |
| 3. —, —, and — went. | 11. —, —, and — went. |
| 4. —, —, and — went. | 12. —, —, and — went. |
| 5. —, —, and — went. | 13. —, —, and — went. |
| 6. —, —, and — went. | 14. —, —, and — went. |
| 7. —, —, and — went. | 15. —, —, and — went. |
| 8. —, —, and — went. | 16. —, —, and — went. |

LESSON XLIV

PRONOUNS AS OBJECTS

(Read again 3 and the rules, Lesson XXXIX.)

1. Fill the following blanks with pronouns, not using the same three pronouns¹ in any two sentences:

¹ Do not use *it*, *who*, or any incorrect forms of pronouns in these sixteen sentences. It will then be just possible to meet the requirements.

LESSONS IN LANGUAGE

1. The man saw —, —, and —.
2. The man saw —, —, and —.
3. The man saw —, —, and —.
4. The man saw —, —, and —.
5. The man saw —, —, and —.
6. The man saw —, —, and —.
7. The man saw —, —, and —.
8. The man saw —, —, and —.
9. The man saw —, —, and —.
10. The man saw —, —, and —.
11. The man saw —, —, and —.
12. The man saw —, —, and —.
13. The man saw —, —, and —.
14. The man saw —, —, and —.
15. The man saw —, —, and —.
16. The man saw —, —, and —.

LESSON XLV

PREDICATE ADJECTIVES

1. Write the sentences formed by filling the first blank in each of these expressions with a pronoun, and the second with one of the adjectives given below:

1. — is —.
2. — are —.
3. — was —.
4. — were —.
5. — has been —.
6. — have been —.

ADJECTIVES: indolent, prompt, industrious, useful, tardy, useless.

2. Write the sentences again, exchanging the adjectives so as to make each sentence contradict what it stated as you first wrote it.

EXAMPLE: 1. He is industrious. When changed it will be: He is indolent.

3. Do with the following as you were instructed to do with those above:

1. — is —.
2. — was —.
3. — has been —.
4. — will be —.
5. — are —.
6. — were —.
7. — have been —.
8. — will be —.

ADJECTIVES: beautiful, long, ugly, sick, happy, well, short, sad.

LESSON XLVI

USE OF ADJECTIVES

1. Fill the blanks with adjectives taken from the list given:

1. He is a — man.
2. She is a — lady.
3. He has — hair.
4. The boy is —.
5. The child is —.
6. The river was —.

ADJECTIVES: black, tall, sorry, brave, broad, handsome.

2. Copy the sentences again, this time filling the blanks with adjectives having almost the same meaning as those given.
3. Copy the sentences again, filling the blanks with adjectives meaning the opposite of those given.
4. Point out all the nouns, the pronouns, verbs, and adjectives in all the sentences that you have written.

LESSON XLVII

A PICTURE LESSON

Write a story describing the scene in the picture, telling who the people are and what they are doing.

LESSON XLVIII

ADJECTIVES OF OPPOSITE MEANING

1. Write sentences containing these adjectives:

low	pretty	pleasant
cheap	fat	kind
large	rich	hot
long	bright	warm
tall	dry	sweet
black	cheerful	swift
straight	friendly	strong

2. Write sentences containing adjectives meaning the opposite of those given.



SKRAMSTAD

SCENE IN SLEMDAL

LESSON XLIX

PRONOUNS AFTER *IS* AND *WAS*, PRECEDED BY *IT*

1. Notice what pronouns are used after *is* and *was* in these sentences:

- | | |
|----------------|-----------------|
| 1. It is I. | 7. It was he. |
| 2. It is he. | 8. It was she. |
| 3. It is she. | 9. It was they. |
| 4. It is they. | 10. It was you. |
| 5. It is you. | 11. It is we. |
| 6. It was I. | 12. It was we. |

2. Who knocks at the door? Write six answers to the question, beginning each with the words "It is," and closing with a pronoun.

3. Who knocked at the door? Write six answers to the question, beginning each answer with the words "It was," and closing with a pronoun.

4. It is not correct to say, "It is me," or "It is him," etc.

5. Pronouns used after *is* or *was* are called *predicate pronouns*.

RULE: *A pronoun used as a predicate pronoun must be in the nominative case.*

LESSON L

NOUNS IN THE PREDICATE

1. Notice these:

1. Roses are ——. 2. Horses are ——.

Note that these expressions are not *complete*.

2. If we finish the statements they will be:

1. Roses are flowers.

2. Horses are animals.

3. The noun *flowers*, used after the verb *are*, means the same things as the subject *roses*. Notice that the noun *animals*, used after the verb *are*, means the same things as the subject *horses*.

4. A noun used in this way is called a *predicate noun*.

5. Point out the predicate nouns in these sentences:

1. John is a boy.

6. New York is a city.

2. Cæsar was a man.

7. Fannin was a hero.

3. Bryant was a poet.

8. Grant was a general.

4. Mr. James is a merchant.

9. Calhoun was an orator.

5. Texas is a state.

10. Ryan was a poet.

LESSON LI

PREDICATE NOUNS

1. The first sentence given in the last lesson may be diagrammed thus:

Roses are + flowers
 x

2. Diagram the second sentence under 2 in the last lesson.

3. Write and diagram a sentence, using *houses* as the subject and *buildings* as a predicate noun.

4. Write and diagram a sentence, using *biped* as a predicate noun.

5. Write and diagram a sentence, using *quadrupeds* as a predicate noun.

6. Write and diagram a sentence, using *fowls* as a predicate noun.
7. Write and diagram a sentence, using *insects* as a predicate noun.
8. Write and diagram a sentence, using *vegetables* as a predicate noun.

LESSON LII

VERBS OF KINDRED MEANING AND OPPOSITE MEANING

1. Write sentences containing verbs having almost the same meaning as these:

come	stop	wish	play	seek
go	begin	weep	sleep	ruin

2. Write sentences containing verbs meaning the opposite of these:

rise	swim	weep	command
live	sleep	like	sell
increase	laugh	depart	give

LESSON LIII

A REVIEW

1. Mention three negatives.
2. How many negatives may be used in a sentence when we wish to deny?
3. Write three correct sentences each containing a negative.
4. What is a pronoun?
5. Write a list of pronouns that may be used as the subject of a sentence. In what case are they?
6. Write a list of pronouns that may be used as the object of a verb. In what case are they?
7. Write a list of the singular pronouns.

8. Write a list of the plural pronouns.
9. Write a list of pronouns that may be used as predicate pronouns. In what case are they?
10. Write a sentence containing a predicate pronoun.
11. Write a sentence containing a predicate noun.

LESSON LIV

POSSESSIVE FORMS

1. Notice these sentences:

1. John's kite is new.
2. Henry's pony is gentle.

2. Observe that the word *John's* shows who *owns* or *possesses* the kite; and the word *Henry's* shows who *possesses* the pony. These words are said to be in the *possessive form*, or in the *possessive case*, or simply in the *possessive*.

3. In the following sentences, point out the words that are in the possessive:

1. The cat's claws are sharp.
2. The owl's eyes are large.
3. The baby's hands are small.
4. The man's hair is gray.

4. Notice that we added 's to the word *cat* to give it the possessive form. See what we did with the other nouns.

RULE: *A singular noun forms the possessive by adding the apostrophe (') and s.*

5. Write these nouns in the possessive form :

bird	William	cow	woman	Kate
dog	boy	girl	pony	Mary

6. Write sentences containing the possessives that you have just formed.

LESSON LV

EXERCISE IN POSSESSIVE SINGULAR

1. Write sentences containing the possessive forms of these nouns :

mother	farmer	doctor	Susan	sparrow
father	carpenter	printer	Washington	squirrel
sister	painter	day	rabbit	bird
brother	grocer	hour	crow	duck
merchant	lawyer	Helen	rat	quail

LESSON LVI

POSSESSIVE OF PLURAL NOUNS ENDING IN S

1. Notice these sentences :

1. These hats belong to the girls.
2. These guns belong to the boys.

2. The same meaning may be expressed thus :

1. These are the girls' hats.
2. These are the boys' guns.

3. Note that we added only the apostrophe (') to the nouns *girls* and *boys* to give them the possessive form.

RULE: *Plural nouns ending in s form the possessive by adding the apostrophe (') only.*

4. Point out the possessives in these sentences, and tell how each is formed:

1. She was in the ladies' waiting room.
2. We clipped the feathers from six turkeys' wings.
3. He found two snakes' dens under the fence.
4. The blacksmith put shoes on four horses' feet.
5. The hat was trimmed with three birds' feathers.

5. Write these nouns in the possessive form:

donkeys	lions	rats	boys	dogs
doves	chickens	ponies	cows	ducks

6. Write sentences containing the possessives you have formed.

LESSON LVII

POSSESSIVE OF PLURAL NOUNS NOT ENDING IN S

(See Lesson VI, 4.)

1. Write the plural of these nouns:

man woman child ox foot mouse goose

2. Observe that the plurals of these nouns do not end in s.

RULE: *When the plural of a noun does not end in s, its possessive is formed by adding an apostrophe (') and s; thus:*

We sell men's hats.

3. Write sentences containing the possessive plural forms of the nouns given in 1.

4. Write sentences containing the possessive cases of these nouns :

frog	crickets	insect	wren	children
grasshoppers	crows	insects	worm	foxes

LESSON LVIII

POSSESSIVE FORMS

1. Tell whether each of these is singular or plural:

boy's	man's	swallows'	mother's
boys'	men's	swallow's	mothers'
girls'	oxen's	crow's	lady's
girl's	mouse's	crows'	ladies'
foxes'	rat's	brethren's	donkey's
fox's	rats'	brother's	donkeys'
birds'	eagles'	sisters'	tree's
bird's	eagle's	sister's	trees'

2. Write the possessive of six singular nouns.

3. Write the possessive of six plural nouns ending in *s*.

4. Write the possessive of two plural nouns not ending in *s*.

5. Write sentences containing the possessive plural forms of these nouns:

soldier	sailor	ox	bug	fly	toad
---------	--------	----	-----	-----	------

LESSON LIX

EQUIVALENTS OF POSSESSIVES

1. Notice these sentences:

1. The frog's color is green.
2. The color of the frog is green.

2. Make similar changes in these:

1. The speaker's voice was clear.
2. The farmer's orchard is fenced.
3. The bird's feathers are bright.
4. The musician's touch is light.
5. The laborer's muscles are strong.

3. Change these sentences so as to use a possessive form in each:

1. The remarks of the speaker were applauded.
2. The poems of Milton are sublime.
3. The property of these farmers is extensive.
4. The sales of the merchant were large.
5. The practice of this lawyer is wide.
6. The room occupied by the ladies is cool.
7. The voice of a lady was heard.
8. The wings of birds are very strong.

LESSON LX**POSSESSIVE FORM OF PRONOUNS****1. Notice these sentences:**

1. This is John's hat.
2. This is his hat.

2. Note that the pronoun *his* takes the place of *John's*. *John's* is the possessive form of the noun, and *his* is the possessive form of the pronoun.

3. Point out in these sentences the pronouns that are in the possessive form:

1. This is my book.
2. This is your slate.
3. Here is his pencil.
4. Where is her basket?
5. The boys found their ball.

4. Write five sentences each containing the possessive form of a pronoun.

5. Notice that the apostrophe (') is not used in forming the possessive of the pronoun.

LESSON LXI

DIAGRAMING POSSESSIVE FORMS

1. Notice how the possessive forms are used in these sentences:

1. Henry found Kate's knife.
2. Julia's cat caught a large rat.
3. Mary's doll is handsome.
4. The boy lost his marble.

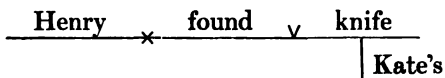
2. Observe that "Kate's" modifies the noun "knife" by telling *whose it was*—*it was Kate's knife*, not some other knife.

3. Point out the possessive form in each of the three other sentences given, and tell what it modifies.¹

¹ Some oral instruction will be necessary to enable the pupil to see the adjective nature of the possessive in limiting or narrowing the application of the noun modified.

RULE: *The possessive forms (cases) of nouns and pronouns are used to modify nouns.*

4. The first sentence may be diagrammed thus:



5. Diagram the other three sentences.
 6. Diagram the following:

1. I lost my pencil.
2. The carpenter made the boy's table.
3. The farmer cultivates his crops.
4. The rabbits ate the gardener's cabbage.
5. Our baby tangled mother's thread.

LESSON LXII

ADVERBS

1. Notice these sentences:

1. Idle pupils recite badly.
2. Many flowers grow here.
3. William studies now.

What word tells *how* pupils recite? What word tells *where* flowers grow? What word tells *when* William studies?

2. Badly modifies the verb *recite*; *here* modifies the verb *grow*; *now* modifies the verb *studies*.

A word that modifies a verb is called an adverb.

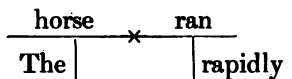
3. Point out the adverbs in these sentences:

1. The horse ran rapidly.

2. The lady sings sweetly.

3. Stars twinkle brightly.

4. The first sentence may be diagrammed thus:



5. Diagram the two other sentences.

6. Write sentences containing these adverbs:

gently quickly sadly patiently

7. Explain what verb each adverb modifies in the sentences.

LESSON LXIII

ADVERBS (CONTINUED)

1. Notice these sentences:

1. The child is very sick.

2. The house is too small.

3. The answer is quite correct.

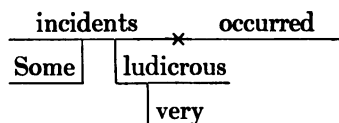
Sick, small, and correct are adjectives; tell why. The word *very* modifies the adjective *sick*; *too* modifies the adjective *small*; *quite* modifies the adjective *correct*.

A word that modifies an adjective is called an adverb.

2. Point out the adverbs in the following sentences and tell what each modifies:

1. Jackson was a very brave man.
2. An extremely cold wind was blowing.
3. Washington was a truly great man.
4. You ask a really serious question.
5. Some very ludicrous incidents occurred.

3. The last sentence may be diagrammed thus:



4. Diagram the four other sentences.
5. Write sentences containing these adverbs:
 too very exceedingly almost quite
6. Explain what each adverb modifies.

LESSON LXIV

ADVERBS (CONTINUED)

1. Notice these sentences:

1. The baby sleeps very quietly.
2. The pupil reads too slowly.

The words *quietly* and *slowly* are adverbs; tell why. *Very* modifies the adverb *quietly*, and *too* modifies the adverb *slowly*.

A word that modifies an adverb is called an adverb.

DEFINITION: *An adverb is a word that modifies a verb, an adjective, or an adverb.*

REMARK: Adverbs usually denote *manner, time, place, degree*, etc. They tell *how, when, where*, etc.

2. Point out the adverbs in these sentences and tell what each modifies:

1. He spoke very quietly.
2. The answer was quite correct.
3. She answered quite correctly.
4. His voice was almost inaudible.
5. He spoke almost inaudibly.
6. They slumber peacefully here.
7. She sang very sweetly.
8. She has a remarkably sweet voice.
9. Lanterns burn brightly everywhere.
10. An exceedingly dark cloud arose.

3. Diagram the sentences given under 2.

LESSON LXV

EXERCISE IN CLASSIFYING WORDS

1. Point out the nouns, pronouns, verbs, adjectives, and adverbs in these sentences:

1. An empty wagon often makes a great noise.
2. White sand covered the front yard.
3. The sick man desired cool water.
4. The little boy carried a long rod in his left hand.
5. A faithful dog bravely defended the small child.

6. The kind lady gave the sick child a beautiful rose.
 7. The hungry children eagerly ate their scanty supper.
 8. The sly fox quickly caught the foolish goose.
 9. The gallant soldiers proudly unfurled their beautiful flag.
 10. A tiny little mouse frightened the good lady badly.
2. The first sentence may be diagrammed thus:

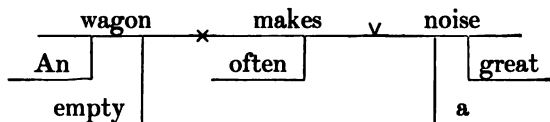


Diagram sentences 2, 3, 5, 7, 8, 9, and 10.

LESSON LXVI

ADJECTIVES AND ADVERBS

1. Write ten sentences using one of these adverbs in each: frankly, roughly, sharply, keenly, politely, firmly, angrily, meekly, cheerfully, strangely.

2. Notice this sentence:

Horses run.

By adding adjectives and adverbs, we may make this sentence:

The tall, slender horses run very fast.¹

¹ By oral explanation, the teacher should lead pupils to see the function of modifiers in the *expression of thought*. *Horses run* is a very general statement, each word having its widest meaning. The words "tall" and "slender" narrow the application of the word "horse." Not all horses are said to "run very fast," but only "tall, slender horses."

3. Make the following sentences longer by adding adjectives and adverbs:

- | | |
|--------------------|---------------------|
| 1. Birds sing. | 6. Engines whistle. |
| 2. Lions roar. | 7. Bells ring. |
| 3. Wolves howl. | 8. Lambs gambol. |
| 4. Roosters crow. | 9. Plants grow. |
| 5. Elephants walk. | 10. Rivers flow. |

LESSON LXVII

USING ADJECTIVES AND ADVERBS

1. Fill the blanks in these sentences with adjectives and adverbs:

1. I ——— accepted the ——— invitation.
2. We ——— learned ——— lesson.
3. The ——— column of soldiers moved ——— down the street.
4. He passed ——— in at the ——— door, and ran ——— up the ——— stairs.
5. The ——— child and the ——— dog were playing ——— on the ——— lawn.
6. A ——— man was walking ——— down the ——— lane.
7. The ——— coachman drove ——— horse ——— across ——— bridge.
8. The ——— girl cried ——— when the ——— cat caught her ——— bird.
9. The ——— man thanked ——— girl for ——— flowers.
10. We laughed ——— at the ——— stories told by the ——— man.

2. Name all the adjectives and adverbs used in these sentences.
3. Diagram the first two sentences given above.

LESSON LXVIII

ADVERBS OF KINDRED MEANING

1. Write sentences containing adverbs having almost the same meaning as these: swiftly, rudely, keenly, frequently, boldly, sorrowfully, shamefully, calmly, quickly, carefully.
2. Write sentences containing adverbs meaning the opposite of these: lazily, slowly, quietly, sleepily, brightly, gladly, feebly, kindly, honorably, rapidly.
3. Point out the nouns, the pronouns, the verbs, the adjectives, and the adverbs in the sentences you have written.

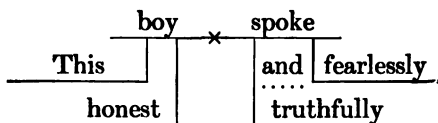
LESSON LXIX

DIAGRAMMING

Diagram these sentences:

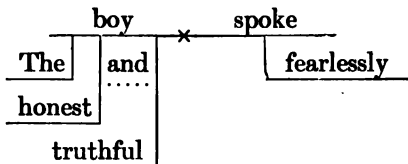
1. The large boat landed her heavy cargo safely.
2. That studious boy wrote his sentences neatly.
3. Diligent pupils recite their lessons well.
4. Rude people often laugh loudly.
5. This honest boy spoke truthfully and fearlessly.

This sentence may be diagrammed thus:



6. The honest and truthful boy spoke fearlessly.

This sentence may be diagramed thus :



7. Wise and honorable persons discharge their duties cheerfully and faithfully.

LESSON LXX

A PICTURE LESSON

Write a story suggested by the picture "On the Alert."

LESSON LXXI

PREPOSITIONS

1. Notice the force of the little words printed in *italics* in these sentences :

1. The hat was *in* the box.
2. The hat was *by* the box.
3. The hat was *on* the box.
4. The hat was *under* the box.
5. The hat was *over* the box.

2. You see that those little words show where the hat was with reference to the box, or *in relation* to the box. They are called *Prepositions*.



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ON THE ALERT

3. Point out the prepositions in these sentences:

1. They played with their toys.
2. They played in the sand.
3. They played under the trees.
4. They played near the road.
5. They played by the river.

4. The noun *toys* is said to be the object of the preposition *with*. What is the object of *in*? Of *under*? Of *near*? Of *by*?

5. *With* shows the relation between *toys* and *played*. What does *in* show the relation between? *Under*? *Near*? *By*?

DEFINITION: *A preposition shows the relation of its object to some other word.*

LESSON LXXII

PREPOSITIONS (CONTINUED)

Point out the prepositions in these sentences, tell the object of each, and state what each shows the relation between:

1. Thoughtless pupils write in their books.
2. The birds in the trees sing in the morning.
3. The lady sat by the bed and sang to the child.
4. The tree by the gate bends in the breeze.
5. The dew on the grass sparkles in the light.
6. Mary sits on the stool and plays on a flute.
7. All the boys on the ground joined in the sport.

8. The rabbit ran through the fence, across the road, and into the woods.

9. The boy rolled down the hill, into the mud, and against the post.

10. The picture on the wall was painted by an artist who lived in Italy.

LESSON LXXIII

PHRASES

1. Notice these sentences:

1. The tree *by the gate* is dying.

2. The house *on the hill* is new.

3. The flowers *on the table* are fresh.

4. The buds *on the trees* are opening.

2. You observe that each group of words printed in italics contains a preposition and its object. Such a group of words is called a *phrase*.

3. Look again at the sentences. Which tree is dying? Which house is new? Which flowers are fresh? Which buds are opening?

4. Observe that these phrases, like adjectives, modify nouns.

5. Point out the phrases in these sentences, and tell what each modifies:

1. The man on the horse was admired.

2. The boy with the dog is happy.

3. The water in the well is cool.

4. The chair by the window is easy.
5. A letter from my brother came.
6. A bird in the hand is worth two (birds) in the bush.

LESSON LXXIV

PHRASES (CONTINUED)

1. Point out the phrases in these sentences:

1. They sat by the window.
2. He wrote on the wall.
3. The judge spoke to the people.
4. The children played in the water.

Where did they sit? Where did he write? These phrases modify verbs, like adverbs.¹

2. Notice these sentences:

1. An *honest* man is respected.
2. A man *of honesty* is respected.

3. The phrase "of honesty" in the second sentence takes the place of the adjective "honest" in the first. *It modifies the noun man.*

4. Notice these sentences:

1. The light shines *brightly*.
2. The light shines *with brightness*.
3. He spoke *sadly*.
4. He spoke *in sadness*.

¹ Make this clear in oral drill.

5. In these cases phrases take the place of adverbs. *They modify verbs.*

6. *A phrase may be used like an adjective or like an adverb.*

LESSON LXXV

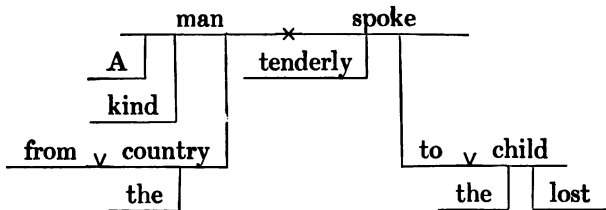
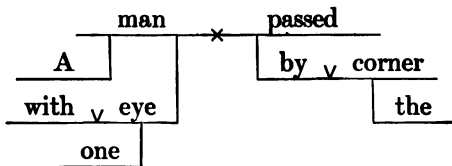
DIAGRAMMING

1. Study these two sentences:

1. A man with one eye passed by the corner.

2. A kind man from the country spoke tenderly to the lost child.

2. They may be diagrammed thus:



3. Diagram the first seven sentences in Lesson LXXII.

LESSON LXXVI

DIAGRAMING

1. Diagram the four sentences given under 1 in Lesson LXXIII.
2. Diagram the first five sentences under 5 in Lesson LXXIII.
3. State what each phrase modifies in all the sentences you have diagramed.

LESSON LXXVII

DIAGRAMING

1. Diagram the four sentences under 1, the two sentences under 2, and the four sentences under 4 in Lesson LXXIV.
2. Explain what each phrase modifies.

LESSON LXXVIII

PHRASES AS ADJECTIVES

1. Write five sentences containing phrases used as adjectives, and explain.
2. Substitute equivalent adjectives for the phrases in these sentences, and write the sentences:
 1. A man of diligence will prosper.
 2. A man of honor will be just against himself.
 3. A bridge of wood was constructed.
 4. A foundation of sand is insecure.
 5. The teacher of music is popular.
 6. The people of America love liberty.

7. People from England settled here.
8. The woman of refinement speaks in a low tone.
9. The man of prudence avoids bad company.
10. A man of indolence is sometimes hungry.

EXAMPLE: A diligent man will prosper.

LESSON LXXIX

DIAGRAMING

1. Diagram the ten sentences as given in Lesson LXXVIII.
2. Diagram the same sentences as you have them copied.

LESSON LXXX

PHRASES AS ADVERBS

1. Write five sentences containing phrases used as adverbs, and explain.

2. Write these sentences, substituting equivalent adverbs for the phrases:

1. We came home in a hurry.
2. They departed in haste.
3. We should not speak in anger.
4. He spoke with rapidity.
5. They prepared their lessons with care.
6. Ignorant people often behave in a rude manner.
7. I will help you with gladness.

8. He returned the favor with joy.
9. They acted in an honorable way.
10. The poor girl spoke in a timid manner.

LESSON LXXXI

DIAGRAMING

1. Diagram the ten sentences as written in Lesson LXXX.
2. Diagram the same ten sentences as you have them copied.

LESSON LXXXII

PRONOUNS IN PHRASES

1. Notice these sentences:

- | | |
|----------------------|----------------------|
| 1. You came to me. | 5. It went to whom? |
| 2. He came to us. | 6. She came to them. |
| 3. We came to you. | 7. I came to her. |
| 4. They came to him. | 8. Who went to it? |

2. What pronouns are here used as the object of the preposition *to*?

3. Observe that these pronouns may be used as the objects of verbs. See Lesson XL.

RULE: *A pronoun used as the object of a preposition must be in the objective case.*

4. Without using *it* or *whom* or any incorrect form, fill the following blanks with pronouns, not using the same three in any two sentences:

1. The man came with —, —, and —.
2. The man came with —, —, and —.
3. The man came with —, —, and —.
4. The man came with —, —, and —.
5. The man came with —, —, and —.
6. The man came with —, —, and —.
7. The man came with —, —, and —.
8. The man came with —, —, and —.
9. The man came with —, —, and —.
10. The man came with —, —, and —.
11. The man came with —, —, and —.
12. The man came with —, —, and —.
13. The man came with —, —, and —.
14. The man came with —, —, and —.
15. The man came with —, —, and —.
16. The man came with —, —, and —.

LESSON LXXXIII

PRONOUNS IN PHRASES

1. Correct forms of pronouns are used in the following sentences.
See if you can tell why they are correct.

1. The apple was divided between John and *me*.
2. The request was granted to *him* and *me*.
3. That sentence was assigned to *you* and *me*.
4. I shall lend the book to *you*, *him*, and *her*.
5. The letter was addressed to *her* and *me*.
6. She agreed to sing for *them* and *us*.
7. He told a joke on Mary and *me*.

10. Write a sentence containing an adverb telling *where*.
11. What is a preposition?
12. Write a sentence containing a preposition.
13. What is a phrase?
14. Write and diagram a sentence containing a phrase used as an adjective.
15. Write and diagram a sentence containing a phrase used as an adverb.

LESSON LXXXV

CONJUNCTIONS

1. Many times we have used the word *and* to connect words. Notice what *and* connects in these sentences:

1. John and James came.
2. Mary reads and writes.
3. William is brave and honest.
4. Thomas writes neatly and rapidly.
5. Grass is growing in the field and by the road.

2. Observe that *and* connects two nouns, two verbs, two adjectives, two adverbs, and two phrases. It may be used to connect other parts of a sentence.

3. A word so used is called a *Conjunction*.

DEFINITION: *A conjunction is a word used to connect parts of a sentence.*

4. Sometimes a sentence contains two statements; as,
Julia sings and Martha dances.

5. What connects the two statements in the sentence just given?
6. Point out the conjunctions in these sentences, and tell what each connects :

1. This man is rich and happy.
2. That man is poor but happy.
3. That lady will be happy though poor.
4. This lady will be happy if rich.
5. Wild Indians and buffaloes roamed over the prairies and through the forests.

LESSON LXXXVI

CONJUNCTIONS

1. Point out the conjunctions in these sentences, and tell what each connects :

1. Henry studies hard, and he learns rapidly.
2. The poor woman suffers much, but she does not complain.
3. You will have friends if you will be friendly.
4. The lamb loves Mary because Mary loves the lamb.
5. I shall suffer unless you help me.

2. Fill these blanks with conjunctions:

1. Faithful ——— industrious pupils will excel.
2. They learned the lesson ——— it was difficult.
3. I will get dinner ——— you will wash the dishes.
4. I can not write the exercise ——— you show me how.
5. I shall try to do the work ——— I think I ought.

LESSON LXXXVII

CONJUNCTIONS

1. Point out the conjunctions in these sentences, and tell what each connects:

1. The children played under the trees and by the brook.

2. A drove of horses and mules passed over the hill.

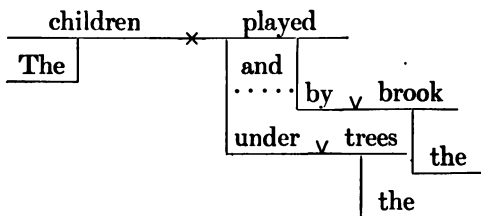
3. Flowers grew in the garden and by the walks.

4. The horses are sheltered from the wind and the rain.

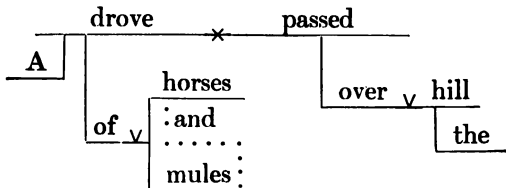
5. The house was built of wood and stone.

6. Small tribes dwelt in the mountains and by the sea.

2. The first sentence may be diagrammed thus:



3. The second sentence may be diagrammed thus:



4. Diagram the other four sentences.

TO THE TEACHER: See Uses of the Diagram and Abuses of the Diagram under "Suggestions to Teachers."

LESSON LXXXVIII

INTERJECTIONS

1. Sometimes we use a single word to express strong or sudden feeling; as, Ah! Alas!

2. Words used for this purpose are called *Interjections*.

3. Point out the interjections in these sentences:

1. Alas! it is too late now.

2. Hurrah! my friend has won.

3. Ah! I feared the result.

4. Oh! it is a pity.

5. O brother, look at this pretty flower!

4. Notice that an exclamation point (!) is placed after each interjection except *O*.

RULE: *The word O is always a capital letter.*

5. Write five sentences, each containing an interjection.

LESSON LXXXIX

EXCLAMATORY SENTENCES

1. Sometimes we use a sentence to express strong feeling; as,

1. How hard the wind blows!

2. See how the dust flies!

3. Look at the horse running away!

4. Listen! The fire-bells are ringing!

2. Notice that an exclamatory sentence begins with a capital letter and is followed by an exclamation point.

3. Write three exclamatory sentences.

4. Classify these sentences:

1. Do you enjoy a beautiful sunset?

2. I went to the top of the dome of the Capitol to see the sun set.

3. What a glorious sight it was!

4. Use your first opportunity to go and see it.

LESSON XC

PARTS OF SPEECH

1. What is a noun?

2. What is a pronoun?

3. What is a verb?

4. What is an adjective?

5. What is an adverb?

6. What is a preposition?

7. What is a conjunction?

8. What is an interjection?

9. All the words in our language may be put in some of these eight classes.

10. These classes of words are called *Parts of Speech*.

11. Name the eight *Parts of Speech*.

12. Tell to what part of speech each word in the following sentences belongs:

1. A little girl sat under the vines and played with her doll.

2. We heard the little girl say, "O Lettie, you are a sweet baby. I dearly love you."

LESSON XCI

CLASSIFYING WORDS

Tell to what part of speech each word in italics belongs:

1. Papa has a gold *watch*.
2. We *watch* the stars twinkle.
3. Bruno is our *watch* dog.
4. The boy writes with his *left hand*.
5. *Hand* me the apples that he *left*.
6. *Iron* is the most useful metal.
7. My knife has an *iron* handle.
8. We *iron* clothes to make them smooth.
9. Rex runs *fast*.
10. They own a *fast* horse.
11. Some sects *fast* as a religious duty.
12. At a certain time they break their *fast*.
13. "It *snows*!" cries the school-boy. "Hurrah!"
14. The ground is covered with *snow*.
15. Children like to build *snow* houses.
16. They will *paint* the house with green *paint*.

17. Put a *question* mark at the end of a *question*.
18. The lawyers will *question* the witness.
19. They follow the golden *rule*.
20. They *rule* wisely.
21. Some uneducated people believe in *charms*.
22. Modesty is woman's greatest *charm*.
23. Beauty and goodness *charm* us.
24. That *music* class makes very good *music*.
25. We give our *love* to those that *love* us.

LESSON XCII

PLACING MODIFIERS

See how you can change the meaning of these sentences by changing the position of modifiers:

1. Do you sell red boys' caps?
2. I saw the man in the moon standing on our front porch.
3. The man was eating his dinner with one foot.
4. The man was spading the garden with a long nose.
5. I can tell that he will not grow to be six feet tall in a minute.
6. He could see the river sitting at his window.
7. He was listening to the bells walking slowly back and forth in his yard.

EXAMPLE: Do you sell boys' red caps?

LESSON XCIII

QUOTATIONS

1. Notice these sentences:

1. "Come and see this dainty little flower," said Fanny.

2. "O Fanny, it is so pretty! What is its name?" said Ruth.

3. "I think *it* is a pansy, though I have never seen a flower this color," said Fanny.

2. In two of these sentences we have used Fanny's exact words, and in the other we have used Ruth's.

3. When we use the exact words of another we say we *quote* the words, and the words quoted are called a *Quotation*.

4. What marks are used to inclose the quotations given? These marks are called *Quotation Marks*. Notice how they are made.

5. Copy these sentences and place quotation marks where they should be:

1. Have you written all your sentences, Julia? said Bessie.

2. All but the fifth, replied Julia. I have not found how to write that one.

3. If you wish, I will show you how I think it should be written, said Bessie.

4. I thank you, Bessie. You are very kind. But the teacher asked me to try to write all the sentences without help, and I wish to try once more, replied Julia.

LESSON XCIV

QUOTATIONS

Copy the following sentences, placing quotation marks where they should be:

1. Martha, do you know when the schools will open again? asked Frankie.

2. Not for four weeks yet, replied Martha.

3. O pshaw! said Frankie. That makes vacation too long.

4. I like a long vacation, replied Martha. Brother Tom and I are having a fine time now playing soldier, and living in a tent.

5. You do not sleep in a tent at night I hope? said Frankie.

6. No, replied Martha, but we play soldier in daytime.

7. I think I prefer going to school, said Frankie.

LESSON XCV

A REVIEW

1. What is a conjunction?
2. Write sentences showing the different uses of conjunctions.
3. What is an interjection? Give two examples.
4. What are the parts of speech?
5. What is a quotation? Make the quotation marks.
6. Write a sentence containing a quotation properly marked.
7. What is an exclamatory sentence? How closed? Write one.

LESSON XCVI

GENERAL REVIEW

1. What is a sentence? A declarative sentence? An interrogative sentence? An imperative sentence? An exclamatory sentence? State how each kind of sentence should begin and close.

2. State all the rules you have learned for the use of capital letters; for the use of the period; for the use of the comma.

3. What is a noun? A common noun? A proper noun? How does a proper noun begin? A common noun?

4. What does the possessive form of a noun or pronoun show? It has the office of what part of speech? State the ways in which different classes of nouns form the possessive, and give examples.

5. What is a verb? With what do verbs agree?

6. What is a surname? A given name? An initial? An abbreviation? A contraction?

7. What is the subject of a sentence? The predicate? The object of a verb? A predicate noun? A predicate adjective?

8. What are parts of speech? What parts of speech have been used as the subject of a sentence? As the object of a verb?

9. What is an adjective? An adverb? What is a preposition? A conjunction? An interjection?

10. What is a phrase? What parts of speech are used as the object of a preposition? A phrase may take the place of what parts of speech?

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